

DEPARTMENT OF MUSIC
FACULTY PERFORMANCE EXPECTATIONS

INTRODUCTION

The Department of Music includes persons of diverse backgrounds who serve the mission of Coastal Carolina University in various ways. Some are scholars in the traditional sense; many are performers; most are teachers of specific performance or pedagogical skills, and many combine these activities. A faculty, like a healthy ecosystem, relies on diversity in order to maintain sustainability. Therefore, the Department of Music embraces the unique contributions of each faculty member as vital components of the department.

The achievement of tenure and rank is and should be a motivation for continued professional development. Advancement through the academic ranks is based on individual accomplishments in each of the three broad categories as defined by Coastal Carolina University: teaching, scholarship and service. With each level of advancement in rank, expectations for the significance of achievement are increasingly rigorous.

This document is meant to serve as a guide for assessing a candidate's qualifications for tenure and promotion, and are provided in addition to the guidelines of Coastal Carolina University as expressed in the Faculty Handbook:

<http://www.coastal.edu/media/academics/facultysenate/facultymanuals/2015-2016%20Faculty%20Manual.pdf>

Because a given tenure and promotion case may have unique characteristics, it is recognized that interpretive adjustments of the guidelines may be appropriate in assessing that case. Faculty applying for tenure or promotion must demonstrate and document continued growth or sustained excellence, with an ongoing commitment to the wellbeing of our students, the department, the university, the community and the profession.

The remainder of this document is divided into three sections.

Section I. Countdown to Tenure and Promotion

- A. Definitions of Teaching, Scholarship or Creative Activities, Professional Development, and Service
- B. Performance Evaluation (Annual Review)
- C. Tenure Review (Third-Year Review)

Section II. Securing Tenure and Promotion

- A. General Criteria for Tenure and Promotion
- B. Criteria Guidelines for Promotion

Section III. Preserving the Position

- A. Post-Tenure Review
- B. Rating System

SECTION I. COUNTDOWN TO TENURE AND PROMOTION

A. DEFINITIONS OF TEACHING, SCHOLARSHIP OR CREATIVE ACTIVITIES, PROFESSIONAL DEVELOPMENT, AND SERVICE

Teaching

The department of music affirms the primacy of teaching and learning in accordance with Coastal Carolina University's teacher-scholar model. Types of teaching activities include classroom teaching, studio instruction, ensemble conducting, intern observation and mentorship, and independent/individual study. Multiple sources provide a foundation for assessment in this category such as faculty observation of the teacher as an instructor; results of the evaluation data collected by the department (e.g. student evaluations, peer evaluations, enrollment data); and demonstrable student acquisition of knowledge and skills.

Scholarship, Creative Activities and Professional Development

The department of music is composed of pedagogues who are performers, academicians, composers, and commercial music professionals. Therefore, the nature of scholarship and creative activities carried out by the faculty is diverse. Further, some faculty members teach in multiple areas of concentration simultaneously and will likely have a combination of scholarship and creative activity.

The department recognizes that scholarship activity, creative activity, and professional development enable faculty to remain current in their areas of specialization. These activities at the international, national, regional, state, local and university levels are highly regarded because faculty members serve as important role models for students and the community at large. Such activity is of utmost importance in developing a strong recruitment base for the department.

A faculty member's record of professional development will be evaluated on the basis of participation in (e.g., presenting papers, leading a conference session) or attendance at professional meetings, conferences, workshops or master classes that advance professional knowledge and skill; completion of advanced or specialized training in one's academic discipline or in a related academic discipline; or continued individual study that advances the art of performance, studio teaching, or classroom teaching. NOTE: If engagement in professional meetings or conferences is supported by departmental or college funds, it is expected that the faculty member will summarize information/learning/skills absorbed at professional meetings, conferences, workshops, or master classes, and indicate how this information has informed teaching or scholarship in the Annual Review for that academic year.

Service

Because shared governance is valued, faculty members are expected to participate on committees and in activities that advance the goals of the department. Faculty members also should be involved in the profession, the university, and the community.

Music faculty members are encouraged to participate in appropriate, professional organizations and to attend their meetings. They are encouraged to hold office in such organizations, assist

in the presentation of programs, serve as adjudicators and clinicians, and be active in other appropriate ways. Professional service through guest appearances, clinics, and masterclasses in public schools and on other campuses is important, as well.

Effective recruitment and retention of students are important components and essential concerns for all faculty members. While some faculty may be more directly involved in active recruiting than others, the overall welfare of the department dictates that all faculty members seek opportunities to ensure the recruitment and retention of as strong a student body as possible. While methods, procedures, and circumstances may vary with the area of specialization, activities regarded as recruitment should produce measurable results.

B. PERFORMANCE EVALUATION (ANNUAL REVIEW)

At the end of each academic year, the Department Chair will evaluate all faculty members. Faculty members will be evaluated based on their assigned duties in accordance with the College and Department policies and procedures. Members of the faculty will receive an annual written evaluation of their performance in the areas of teaching; scholarship or creative activities, and professional development; and service. *Annual reviews are based on the criteria for tenure and promotion found in Section II B of this document*, and become part of the faculty member's permanent record used in making decisions regarding merit raises, tenure, promotion, and post-tenure review.

The Department Chair will evaluate all faculty members using the following terminology: Exceptional, Favorable and Conditional. (For detailed information on CCU's rating system, please see *Section III B* of this document.) If the Chair determines that a probationary faculty member's performance is below expectations and meets the criteria for a conditional rating, then termination of employment is a likely outcome. As stated in the *Faculty Manual*, if during the first year of probationary appointment it is deemed necessary to terminate the appointment at the end of the first year, then notice of such termination will be given in writing by the first business day of March. If during the second year of probationary appointment it is deemed necessary to terminate the appointment at the end of the second year, then notice of such termination will be given in writing by the second Friday of December. Thereafter, notice in writing of termination of *any* appointment will be given at least twelve months prior to the date of termination.

Performance evaluations are initiated by the faculty member and filed online using the following link: <http://www.coastal.edu/tealonline/>
Click the "Performance Evaluations" tab and log in with your user name and password.

C. TENURE REVIEW (THIRD-YEAR REVIEW)

During the third year of the employment contract, probationary faculty undergo a Third Year Review. The purposes of the review are to:

- Provide constructive feedback to tenure-track faculty members well in advance of the tenure year.
 - Encourage the candidate to begin preparation of the dossier early in the tenure process.
 - Identify and expand the potential group of mentors to whom the candidate may turn in the latter half of the probationary period.
 - Increase and improve collegial participation in the tenure and promotion process.
 - Provide the Chair and Dean additional information on the progress of probationary faculty.
- NOTE: The department of music does not have a formal mentoring program for probationary faculty in place. The Department Chair will evaluate the candidate's progress toward tenure, providing an annual written assessment (Annual Review). Candidates are encouraged to request peer observations from colleagues in the department on a regular basis.

Third-Year Review Process

The process of the Third-Year Review is located on the "Resources" page for Faculty of the College of Humanities and Fine Arts (COHFA) homepage. This document is updated yearly with the dates and deadlines of the third-year review process:

www.coastal.edu/humanities/resources/ptb.html

Requirements for the Third-Year Review Dossier

A summary volume containing these materials should fit in a binder no larger than 1.5 inches in thickness. An additional volume may include supporting documentation:

- 3 – 5 page narrative introduction addressing the three areas of performance: teaching; scholarship, creative activities, and professional development; and service.
- Current curriculum vitae.
- The document, *Music Department Faculty Performance Expectations* (this document).
- Documentation of teaching effectiveness: teaching evaluations by students, peers and Chair; copies of syllabi; examples of writing assignments and examinations; and other materials required by the music department found in Section II B of this document.
- Reprints of published works.
- Documentation of creative activity and performances.

NOTE: Candidates should submit original documents in the binder and keep hard copies of all materials.

According to the dossier and the vote of the tenured faculty, the Department Chair will make a recommendation of the candidate as Outstanding, Satisfactory or Unsatisfactory toward the tenure process.

Credit Toward Tenure

As Stated in the 2015-2016 Faculty Manual:

Credit toward tenure may be awarded to an Assistant Professor/Librarian at the point of hire and must be reflected in the appointment letter issued to the faculty member at the time of appointment. The letter will stipulate the semester and year that the faculty member must apply for tenure. Credit toward tenure must not exceed two years. The probationary period may be extended or suspended by action of the Provost in consultation with the Dean and the President.

SECTION II. SECURING TENURE AND PROMOTION

A. GENERAL CRITERIA FOR TENURE AND PROMOTION

While faculty responsibilities within the department of music are individually varied, certain commonalities apply. All faculty members must:

- Be effective teachers.
- Create and sustain a record of scholarship and creative activity (professional accomplishments according to the area of specialty of the faculty member).
- Engage in service to the department, the college, the university, and professionally related public service.

Promotion is based on the achievement, distinction, and impacts of one's professional contributions, not the duration of one's employment. Although an Assistant or Associate Professor may be recommended for promotion at any time, time in rank may be a salient consideration as the impact of contributions increases over time. The candidate for Associate Professor *is developing a record* of outstanding performance in one or more areas of professional activity, while the candidate for Professor *has achieved distinction* for such performance.

Promotion to Associate Professor with Tenure

Tenure and promotion to the rank of Associate Professor will be evaluated primarily on teaching effectiveness. In addition, candidates will be evaluated on satisfactory performance in the areas of scholarship, creative activity and professional development, and service. Excellence or extraordinary quality in any one domain will not compensate for lack of effectiveness in other areas. Any recommendation for tenure, based on evidence of effectiveness, should also be based on indications that the individual will continue to grow and develop professionally. The recommendation for tenure must represent an unequivocally positive decision with doubtful or borderline cases not being recommended. NOTE: For candidates seeking a terminal degree, evaluation will include successful completion of the doctorate.

Evaluation and recommendations will place emphasis on academic work accomplished during the probationary period at Coastal Carolina University, although previous achievements will be considered as part of a holistic review of the candidate's file.

Promotion to Full Professor

The rank of Professor is acquired by sustaining a record of outstanding performance at the rank of Associate Professor that reflects excellence in teaching, scholarship and creative activities, and ongoing university and professional service. As stated in the Faculty Manual, "promotion to the rank of Professor requires outstanding performance in two of these areas, one of which must be scholarship or creative activities and, at a minimum, satisfactory performance in the third area."

Balance among the various academic activities (teaching; scholarship, creative activities, and professional development; and service) is expected to vary somewhat from one discipline to

another and as a matter of departmental need. Contributions exclusively in one area, however, will not qualify the candidate for promotion. Specifically, sustained excellence in scholarship of even extraordinary quality will not compensate for a lack of quality in teaching; unusually effective teaching will not compensate for a lack of sustained excellence in scholarship; sustained excellence in service activities will not compensate for underperformance in either of the other two areas.

Evaluation and recommendations will emphasize academic work accomplished during the candidate's appointment at Coastal Carolina University, with primary focus on accomplishments occurring during the candidate's time as Associate Professor.

B. CRITERIA GUIDELINES FOR PROMOTION

Each of the following criteria categories – Teaching; Scholarship, Creative Activities and Professional Development; and Service – is listed below. The first set of criteria in each category apply to all tenured or tenure-track music faculty, regardless of area of departmental specialization. Subsequent criteria are criteria specific to the candidate's departmental specialization.

Teaching

Regardless of other professional activities, high quality teaching is mandatory for tenure and promotion to Associate and Full Professor. Assessment of the quality of teaching must take in account:

- Thorough coverage of concepts and skills as specified by course syllabi and alignment with course catalog descriptions;
- Use of effective teaching strategies suited to the subject matter; and
- Positive student/teacher interpersonal relationships.

The teacher is expected to be fair, impartial, conscientious, consistent, well prepared, thoroughly competent in knowledge of subject matter, informed about current trends in the field, and able to engender the respect of students.

In general, merit of the faculty member's record of teaching will be evaluated on the basis of the following criteria:

- Evidence of student and alumni achievement - including but not limited to: successful completion of the CCU degree; successful admission of students into graduate programs; solo assignments in CCU ensembles; selection to perform either by audition or invitation at festivals or competitions; paper or poster sessions at conferences; summer workshop programs; honors and awards; and other professional engagements.
- Peer reviews of teaching.
- Faculty honors and awards for teaching.
- Master classes.
- Evaluation of course syllabi and related materials (studio handbooks, technical exercises, reading lists etc.).

Department of Music: Faculty Performance Expectations

- Evidence of professional development undertaken to enhance or acquire pedagogical expertise.
- Development of pedagogical scholarship, including instructional methods and course content.
- Ongoing evolution of pedagogy - through the continuing evaluation of course content and exploration of new teaching methods.
- Official student evaluations regarding teaching effectiveness.
- Supervision of independent studies, theses, honors sections, or senior projects.
- Mentoring student-centered activities, research or presentations.
- Other class lectures or presentations.
- Other indicators or descriptors that support teaching effectiveness.

Merit of teaching is based on the following criteria specified by the faculty member's departmental area of specialization.

Performance Faculty

Teaching activities include, but are not limited to applied instruction, classroom teaching, class lectures and presentations, jury adjudication, recital adjudication and auditioning.

Specific mechanisms for evaluating the quality of faculty member's record of teaching include, but are not limited to:

- Formal and informal peer review for assessment of performances of the faculty member's students in MUS 100, juries, recital hearings, degree recital performances, auditions, concerts and competitions. These performances must demonstrate consistent progress of students' technical ability and artistry throughout the course of the degree.
- Development of new courses and curricula.

Musicology, Ethnomusicology, Music Theory and Composition Faculty

Teaching activities for Music History, Ethnomusicology and Music Theory faculty include traditional in-person classroom teaching, online teaching, independent or individual study, internship or thesis/capstone project supervision. Specific mechanisms for evaluating the quality of faculty member's record of teaching include, but are not limited to:

- Development of new courses and curricula.

Music Education Faculty

Teaching activities may include, but are not limited to classroom instruction, applied teaching, intern observation, and preparation of students for the Praxis II examinations.

Specific mechanisms for evaluating the quality of faculty member's record of teaching include, but are not limited to:

- Development of new courses and curricula.
- Development of pedagogical scholarship, including instructional methods and course content.
- Other supporting documentation.

Ensemble Directing or Conducting Faculty

Teaching activities include, but are not limited to in-class ensemble rehearsals, dress rehearsals, classroom teaching, independent or individual study, and internship or thesis/senior project supervision. Specific mechanisms for evaluating the quality of faculty member's record of teaching include, but are not limited to:

- Formal and informal peer review for assessment of ensemble performances in concert. There should be evidence that the ensemble of a faculty member consistently performs at a level that is comparable to performance at peer institutions.
- Development and implementation of effective and efficient rehearsal techniques related to the specific musical discipline.
- Evidence of upholding a rehearsal environment that is conducive to systematic learning and music making.

Scholarship, Creative Activities, and Professional Development

The Music faculty must demonstrate sustained improvement of professional expertise and individual scholarship while advancing professional visibility and educational influence. It is each faculty member's responsibility to augment and expand the body of knowledge in their area of music specialization. Evidence of these activities is of primary importance in the promotion and tenure evaluation process.

Evidence of achievement in Scholarship, Creative Activities, and Professional Development may be demonstrated through a wide variety of means, but each must reflect high standards of scholarship or artistry in order to qualify as appropriate reflections of achievement. Professional activities of the faculty member will be evaluated in terms of quality and quantity, importance to the field, and scholarly significance. *It is incumbent upon the individual to provide evidence that will enable evaluation committees to properly evaluate scholarship activities.*

In general, scholarship or creative activities will be evaluated on the basis of the following:

- Publication of books, articles, chapters in edited volumes, monographs, computer software, periodic columns, e-books, musical recordings, professional video, and live broadcast performances on radio, television or webcast. Most desirable are those that represent a juried selection for inclusion in national or international venues; publication by a recognized publisher in the field; or an invitation by a nationally or internationally recognized organization or learned society.
- Presentations, lectures, clinics, workshops, and poster sessions at conferences, conventions, seminars, professional societies or other colleges and universities. Most desirable, in order of significance, are those presentations that are for professional organizations on the international, national, regional, state, or local level.
- Honors, grants, contracts and awards (or pending awards) for research, scholarly, creative or professional activity.
- Other indicators that support scholarly and creative activity such as reviews in periodicals, peer reviews by renowned colleagues and unpublished materials that have received favorable and documented peer review.

Merit of scholarship, creative activities, and professional development is based criteria specified by the faculty member's departmental area of specialization.

Performance Faculty

Specific mechanisms for evaluating the quality of a faculty member's record of scholarship and creative activities include, but are not limited to:

- The record of musical performances: the significance of public performance will be evaluated on the basis of location, nature of the audience, quality, quantity and critical review. The most desirable performances when deciding the degree of merit are those with professional music organizations on the international, national, regional or state level or performances at the local or university level with artists of international reputation. It is a tradition in the field of music that the audition or invitation to perform is equivalent to the juried peer review.
- Scholarly and creative activity not resulting in publication of performance may also be reported and evaluated on its content, usefulness or potential.

Musicology, Ethnomusicology, Music Theory and Composition Faculty

Specific mechanisms for evaluating the quality of a faculty member's record of scholarship and creative activities and professional development include, but are not limited to:

- Peer reviewed publications (print or electronic) of a high quality representative of significant research work in the subject matter field, including monographs, e-books, articles, chapters in edited volumes, computer software, periodic columns or book reviews.
- Editor, editorial board membership or peer reviewing for a scholarly journal, publisher or grant agency.
- Publication, recordings and performances of original compositions or arrangements. Evaluation of these activities is based on size and reputation of publisher, public availability of recordings, premiers of original works, performances of compositions or arrangements by artists and ensembles of international, national, regional or local reputation.
- In recent decades, self-publication is becoming the norm for composers whose works are not primarily intended for churches or K-12 schools. In such cases, composers may demonstrate availability and publicity for works via personal or group web pages, as well as electronic communication or other means.

Music Education Faculty

Specific mechanisms for evaluating the quality of a faculty member's record of scholarship, creative activities, and professional development and creative activities include, but are not limited to:

- Public performance at the international, national, regional, state, or local levels. An audition or an invitation to perform is equivalent to a juried peer review. Such performances may include self-generated or invited solo or collaborative settings including solo recitals, concerto performance, chamber recitals, and large ensemble concerts; performance workshops, master classes, and clinics; and invited guest conducting, clinics, workshops, and master classes.
- Compositions and arrangements published by recognized publishers.

- Commissions and performances of compositions or arrangements at international, national, state, or University events.
- Editor, editorial board membership.
- Peer reviewing for scholarly journals, publishers, and granting agencies.

Ensemble Directing or Conducting Faculty

Specific mechanisms for evaluating the quality of a faculty member's record of scholarship, creative activities, and professional development and creative activities include, but are not limited to:

- Public performance at the international, national, regional, state, or local levels. An audition or an invitation to perform is equivalent to a juried peer review. Such performances may include self-generated or invited solo or collaborative settings.
- Involvement in the commission and performance of a new literature for the repertoire.
- Invited ensemble performances at the international, national, regional and state levels.
- Guest directing/conducting, lectures, clinics, workshops or residencies at another college, university or professional organizations.
- Invited guest directing/conducting for all-county, all-region, and all-state ensembles.
- Editor, editorial board membership or peer reviewing for a scholarly journal, publisher or grant agency.

Service

Music faculty must demonstrate participation on committees and in activities that advance the mission and goals of the department, college, university, and profession.

NOTE: Candidates for promotion to the rank of Associate Professor must demonstrate a pattern of active, significant service to the University and to either the profession or the community. Candidates for promotion to Professor typically will have established a consistent record of service to the University, profession and the community.

Service will be evaluated on the basis of the following:

- Committee service at the university, college and department levels.
- Administrative duties within the department.
- Student advisement.
- Attendance at department events within the faculty member's area of specialization.
- Serve as Faculty adviser for student organizations.
- Effective recruitment of students: identification of and communication with prospective students.
- Serving as a peer reviewer of teaching for the department or college.
- Fundraising, including performances for donors or potential donors.
- Adjudications, clinics, and consultancies.
- Membership in professional organizations related to discipline.
- Discipline related committee positions or offices in professional organizations.
- Awards for service, certificates of appreciation, and similar honors.
- Engagement in community and public activities and agencies that contribute to the educational, social and cultural well being of the state of South Carolina and Horry County.
- Other service to the university, the profession or the community.

Merit of the record of service is evaluated by the faculty member's departmental area of specialization.

Musicology, Ethnomusicology, Music Theory and Composition Faculty

Specific mechanisms for evaluating the quality of faculty member's record of service include, but are not limited to:

- Developing and leading special programs, including hosting a conference or leading a study abroad program.

Music Education Faculty

It is expected that Music Education faculty engage in service-related activities at the professional, departmental, college, university and community levels. Leadership positions are particularly commendable. Evidence of service activities may include, but are not limited to:

- Serving professional organizations as an elected officer or appointed committee member.
- Serving on established or ad-hoc departmental, college, or university committees, panels, or task forces.
- Adjudicating auditions, sophomore barriers, mid-program reviews or juries (non-performance faculty).
- Conducting aural skills assessments for in-coming students.
- Advising student NaFME groups.
- Guest lecturer in music-related class.
- Advising student campus groups and activities.
- Guest lecturer in other disciplines.
- Arts-related community activity including service to public school programs.
- Consulting activities and community service in areas requiring professional expertise.

Ensemble Directing or Conducting Faculty

- Serving professional organizations as an elected officer or appointed committee member.
- Adjudicating auditions, sophomore barriers, mid-program reviews or juries (non-performance faculty).
- Adjudication for national organizations and festivals such as NAFME, ACDA, Heritage Music Festivals, National Music Festivals and other professional organizations.
- Arts-related community service including: service to the public schools; free, community concerts; performances/events that serves fundraisers/donation sites for non-profit community organizations; volunteer consulting, guest conducting, or clinics for area high schools or community organizations requiring professional expertise.

SECTION III. PRESERVING THE POSITION

A. POST-TENURE REVIEW

As stated in the 2015-1016 Faculty Manual:

Pursuant to SC Code of Laws Title 59-103-30, Coastal Carolina University maintains a system of post-tenure review. The purpose of post-tenure review is to ensure continued satisfactory performance of tenured faculty and to reward exceptional performance among faculty with the rank of Associate Professor and Professor. It is not intended to impinge on academic freedom within the classroom or in research, publication, creative performance, or creative production in the arts.

All tenured faculty members will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or post-tenure review. The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for tenure, promotion, or post-tenure review, and ending at the close of the academic year prior to the year of application for post-tenure review. Associate professors who are awarded a rating of “exceptional” for post-tenure review are not eligible to apply for promotion to Full Professor until the fourth year subsequent to receiving the “exceptional” rating.

B. RATING SYSTEM

As stated in the 2015-2016 Faculty Manual:

For the Assistant or Associate Professor, a rating of “exceptional” indicates outstanding and sustained service. Evidence of strong, effective, dedicated teaching is also required, as is proof of contributions to the discipline through scholarship or creative activities. For Professors, a rating of “exceptional” indicates outstanding, sustained contributions to the discipline through scholarship or creative activities and professional contributions to the discipline. Evidence of strong, effective, dedicated teaching is also required, as is proof of substantial service.

For a “favorable” rating, the evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member. This rating will be based on some evidence of scholarship or creative activities to the discipline, quality teaching, and average service activity. It should also indicate reasonable expectations of continued development and contributions.

A “conditional” rating indicates below-average performance as evidenced by the lack of scholarship or creative activities to the discipline and/or substandard teaching.

An “unfavorable” rating indicates a failure to make reasonable progress in achieving stated professional goals after receiving a conditional rating.

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