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Kennesaw State University
Academic Affairs

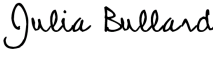
Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

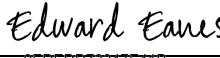
I confirm that the attached guidelines, dated 12/ 5 / 2023, were approved by the faculty of the Department of Bailey School of Music in accordance with department bylaws:

<u>Ben Wadsworth, Chair, P&T</u> Name (printed or typed) / DFC or P&T chair	DocuSigned by:  January 16, 2024 <small>54B9B63333704F0...</small> Signature/ Date
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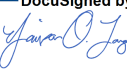
Department Chair Approval - I approve the attached guidelines:

<u>Julia Bullard, Interim Director</u> Name (printed or typed)	DocuSigned by:  January 16, 2024 <small>A774FAD0C307E4BF...</small> Signature/ Date
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College P&T Committee Approval - I approve the attached guidelines:

<u>Edward Eanes, Chair P&T Committee</u> Name (printed or typed)	DocuSigned by:  January 16, 2024 <small>0EDED73347E41B...</small> Signature/ Date
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College Dean Approval - I approve the attached guidelines:

<u>Harrison Long, Interim Dean</u> Name (printed or typed)	DocuSigned by:  January 16, 2024 <small>5C3F13E1300B4C5...</small> Signature/ Date
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Provost Approval - I approve the attached guidelines:

<u>Ivan Pulinkala, Provost</u> Name (printed or typed)	DocuSigned by:  January 25, 2024 <small>02FA0CC7B24D4B3...</small> Signature/ Date
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RHM - 08 Sept 16

DR. BOBBIE BAILEY SCHOOL OF MUSIC TENURE AND PROMOTION GUIDELINES

I. INTRODUCTION

The Bailey School of Music, housed within the College of the Arts at Kennesaw State University, includes students, faculty and staff working together in a program fully accredited by the National Association of Schools of Music (NASM). Our resident faculty of active composers, historians, educators, performers and conductors partner with artist-teachers from the Atlanta Symphony Orchestra, the Atlanta Opera and other prominent musical organizations to provide students with a comprehensive education. The school currently operates under the following mission statement:

The Kennesaw State University Bailey School of Music is committed to:

- creating a musical community that is rich with cultural, social, and intellectual diversity highlighted through its community and continuing education programs.
- recruiting the best students possible, providing an intensive professional education, and graduating effective cultural leaders.
- preparing each student with a solid foundation in music through the promotion of excellence and innovation in pedagogy, performance, scholarship, and service.
- maintaining a welcoming environment that promotes the professional development of its students, faculty, and staff.
- effectively utilizing our current resources and pursuing opportunities for expansion.

Moreover, the school seeks to be cited as a symbol of educational and artistic excellence in the USG and at KSU. Rigorous and fair-minded expectations and evaluations of faculty performance are crucial to attaining this goal.

Primacy of Department Promotion and Tenure Guidelines

Because department promotion and tenure guidelines are discipline specific and are approved by deans and the Provost as consistent with college and university standards, department guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. Therefore, at all levels of review these decisions will be stated in a letter to the candidate with specific and detailed reference to the department review guidelines used to justify the recommendations and decisions that have been made.

Guidelines For Faculty Performance Planning And Evaluation:

All guidelines must adhere to USG policy and KSU guidelines and policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the KSU Faculty Handbook, USG policy and the KSU policy and guidelines will supersede the department (or college) guidelines.

The Bailey School of Music evaluates each faculty member's performance on a yearly basis in accordance with the governing bodies of the Board of Regents of the University System of Georgia and the policies established by Kennesaw State University, its colleges and departments.

Kennesaw State University recognizes that teaching faculty have varied load assignments, expectations, and emphases within and across: 1) programs, departments, and colleges; 2) professorial ranks; 3) undergraduate and graduate faculty status; 4) teaching and administrative assignments; 5) levels and years of experience. The School of Music Tenure and Promotion Guidelines contain sufficient flexibility to accommodate these varied roles, responsibilities and specialty areas in a fair and appropriate manner.

Faculty Workloads:

Workload models for tenure-track teaching faculty are typically 60% Teaching, 30% Scholarship & Creative Activity, and 10% Professional Service, with variations in accordance with Section 2.2 of the KSU Faculty Handbook. A workload model for a lecturer position is typically 80% Teaching, 10% Scholarship & Creative Activity, and 10% Professional Service. In addition to University guidelines, the Bailey School of Music must also meet criteria recommended by its discipline-specific accrediting agencies. Music education faculty, for example, shall also meet the standards held by the National Council for the Accreditation of Teacher Education (NCATE). The most important standards and guidelines, however, are those prescribed by the National Association of Schools of Music (NASM), which clearly outline the requirements and expectations of all music faculty.

National Association of Schools of Music Accreditation:

The Bailey School of Music adheres to the requirements regarding faculty and staff qualifications in the NASM Handbook:

The institution shall maintain faculties and staff whose aggregate individual qualifications enable the music unit and the specific educational programs offered to accomplish their purposes...All faculty must be able to guide student learning and to communicate personal knowledge and experience effectively (*NASM Handbook 2022- 2023*, II.E.1.a.1, 3, pp. 65-66).

Regarding the overall qualifications for college level faculty, the handbook states:

Faculty members (including part-time faculty and graduate teaching assistants, as applicable) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching (*NASM Handbook 2022–2023*, II.E.1.a.2, p. 66).

Although doctoral degrees exist for most areas of the music discipline, both NASM and the Bailey School of Music recognize significant professional experience as a comparable qualification in the applied areas of performance and composition:

Teachers of performance, composition, and other applied subjects normally are, or have been, deeply involved as practicing artists in the specific disciplines or specializations they are teaching... NASM recognizes the availability of doctorates for specialists in performance, composition, and some other applied disciplines. At the same time, the Association recognizes that some highly qualified practitioners may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, education, and expertise at least equivalent to those required for the master's degree in music or another appropriate field (*NASM Handbook 2022-2023*, II.E.1.b.2-3, p. 66).

For most Professors of Music History, Music Education, and Music Theory, the department expects the terminal degrees of a Ph.D. or a D.M.A. as advocated by NASM:

Academic degrees are a pertinent indicator of the teacher's qualifications for instructing in theoretical, historical, and pedagogical subjects. Creative work, research, and publication are indicators of a teacher's qualifications, productivity, professional awareness, and contribution to various aspects of music and music-related fields (*NASM Handbook 2022-2023*, II.E.1.b.4, p. 66).

Implicit Expectations of the School of Music Faculty:

The Bailey School of Music expects faculty to meet assigned instructional obligations and to maintain a high level of professional commitment. For full-time faculty this includes: student advisement, office hours, participation in School functions (concerts, juries, auditions, etc.), participation in curriculum development, attendance at School, college and university meetings, and the maintenance of appropriate professional memberships. Faculty will represent the School of Music at University graduation exercises a minimum of once per year and at Presidential addresses or other campus wide gatherings as well.

Faculty Evaluation: A Basis For Guidelines In The School of Music:

In keeping with university and college guidelines, the School of Music evaluates faculty activities in the following categories:

1. Teaching
2. Scholarship and Creative Activity
3. Professional Service

The School of Music expects tenure-track faculty members to demonstrate effective activity in categories 1-3, and for lecturer faculty, in category 1. The department recognizes that differences in aptitude, interests, rank, position (lecturer vs. tenure-track), and professional development imply that a faculty member's strengths in each category will vary at different points in their career. Therefore, music faculty should maintain both a high degree of specialization in their area as well as a sustained level of variety in their activities in regard to the above categories.

As stated in the university guidelines:

All teaching faculty are expected to emphasize excellence in teaching and demonstrate noteworthy achievement in at least one other (BoR Policy Manual 8.3.5, 8.3.6, and 8.3.7). Appropriate activities and noteworthy achievements in all three areas are defined by the specific departmental guidelines. These standards must be honored by all levels of review in the tenure and promotion process. Regardless of the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, which are essential to the life of the institution (*KSU Faculty Handbook*, 3.2).

Quality and Significance:

“The basic categories of faculty performance at KSU are teaching, scholarship and creative activity, and professional service. In addition, faculty are to highlight activities promoting student success in at least one of these three areas. The Faculty Performance Agreement delineates the relative emphasis of an individual faculty member's activities in these three areas. The typical faculty member will focus his or her work in the specific areas that reflect their knowledge and expertise in advancing the University's mission. In all cases evaluation of faculty performance will be based on evidence of the quality and significance (see *KSU Faculty Handbook* Section 3.4) of the individual faculty member's scholarly accomplishments in his or her respective areas of emphasis” (*KSU Faculty Handbook* 3.3, Basic Categories of Faculty Performance)

As described in the Faculty Handbook, 3-4, criteria for determining quality and significance of faculty scholarly work focus around:

- Clarity and Relevance of Goals
- Mastery of Existing Knowledge
- Effectiveness of Communication
- Significance of Results
- Consistently Ethical Behavior

The following criteria are also integral to quality and significance in the performing arts disciplines. These include, but are not limited to:

- Consistently high standards of excellence
- Modeling best practices in making, teaching, researching, and application of art
- Consistent and clear communication with colleagues and students
- Collaboration with colleagues and students
- Maintaining currency and promoting innovation in the disciplines
- Promotion and advocacy for the arts
- Ethical and professional behavior not only as expected by the academy, but ethical and professional protocol as practiced in the arts disciplines

Scholarly Work and Scholarship:

The School of Music expects every faculty member to demonstrate scholarly work* in all areas of emphasis. Furthermore, music faculty should produce scholarship* in at least one area of emphasis, whether it be teaching; research and creative activity; professional service; or administration and leadership.

*To reiterate university definitions:

“Scholarly’ is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe the processes that faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. Scholarship is also a noun used to describe tangible outcomes of the scholarly processes. This tangible product is disseminated in appropriate professional venues relating to the performance area. In the process of dissemination, the product becomes open to critique and evaluation”
(*KSU Faculty Handbook*, 3.4).

If scholarly work is a process, then scholarship is a product. An example of scholarly work is the development or application of a new pedagogical technique in the studio, rehearsal hall or classroom with appropriate assessment and revision. Scholarship, or a tangible outcome, would be a conference presentation or a publication based on the experience with this new pedagogical technique.

Each faculty member must clarify and document the scope of her/his scholarly work and scholarship, especially its significance on the international, national, regional or local levels. Documentation may include evidence of peer review, citation of awards, published reviews, composition commissions, acknowledgements of scholarship and creative work in official letters from peers, or any tangible evidence that demonstrates the significance of the accomplishments and their impact on the profession. The school may evaluate the quality and significance of this work on criteria such as originality, scope, richness, depth, contribution to the arts, and recognition by peers.

Single- And Multiple-Year Reviews

Faculty members are evaluated annually (single-year review) and as candidates for tenure, promotion to the various ranks, and post-tenure review (multiple-year reviews).

Single-Year Reviews

There are two instruments utilized for single-year reviews. Both documents are intertwined with one another and are integral to the tenure and promotion process.

- The **Faculty Performance Agreement (FPA)** is the annual document negotiated between the department Director and the faculty member that itemizes their responsibilities, goals, and priorities for the upcoming year. The overriding factor in determining the activities of each faculty member must be the needs of that faculty member’s college, department, and their academic programs.

- The **Annual Review Document (ARD)** is compiled annually by each faculty member as demonstration/documentation of his/her “progress toward the FPA items” from the previous year.

Evaluation of Categories by Chairs

Chairs will evaluate faculty members in each of the three performance categories--teaching, scholarship and creative activity, and service—based upon the following five-point rubric:

5. Exemplary
 4. Exceeds Expectations
 3. Meets Expectations
 2. Needs Improvement
 1. Does Not Meet Expectations
- (BOR Academic Affairs Handbook 4.4)

In addition, chairs will evaluate faculty efforts to promote student success in *at least one* of the three areas. Although these rubrics will be developed in greater detail at the college and departmental level, they should be developed in alignment with the template below.

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the department and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the department and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the department and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member’s efforts and performance fell below department and/or college expectations in the performance area and did not meet the department expectations even at a minimal level. Extensive improvements are needed.	This rating in any area necessitates a PRP for tenure-line faculty
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	This rating in any area necessitates a PRP for tenure-line faculty

According to USG policy, “Faculty are evaluated annually by their appropriate supervisor as defined by the institution against the minimum criteria listed in BoR Policy 8.3.5.1(Faculty) and BoR Policy 8.3.7 (Tenure and Criteria for Tenure). The annual evaluation will encompass teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution’s sector and mission, college or school and department. Institutions must ensure that workload percentages for faculty roles and responsibilities are factored into the performance evaluation model in a consistent

manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the abovementioned Likert scale. (USG Academic Affairs Handbook 4.4) The overall evaluation will weigh the rating in each area by the workload percentage in that area. The overall evaluation will then be rounded to the nearest whole number; however, the overall evaluation can be a maximum of 4 (cannot be 5) if there is a 1 in any area.

Multiple-Year Reviews

When submitting evaluation materials for **Promotion and Tenure** and **Post-Tenure Reviews**, faculty members are required to submit **Portfolios** that document the quality and significance of their work over a period of several years. For further details about Tenure and Promotion Processes, and Portfolio Guidelines and Contents, see *KSU Faculty Handbook* 3.12–3.13.

Faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service. Lecturers will highlight activities promoting student success in Teaching.

Successful Post-Tenure Review

A successful post-tenure review results from a faculty member who receives a 3 or higher on their overall post-tenure review score. In cases where the faculty member receives a score of 3 or higher, no formal faculty improvement plan is required. The results of the post-tenure review are likely to reveal that the faculty member is performing well, and any development activity would focus on further enhancing the faculty member's performance.

If a faculty member receives a 4 or 5 on a traditional five-year post-tenure review, they will be entitled to a one-time monetary award. Faculty will then be eligible for the same award in five years (and no sooner than five years) at their next post-tenure review. Faculty who undergo a corrective or elective post-tenure review, on the other hand, are not eligible for this one-time award.

Expedited Post-Tenure Review

As the annual review documents constitutes the “primary evidence” for multi-year reviews, faculty members receiving a rating of 3; meeting expectations, or above in all areas of faculty review as well as in their overall annual reviews during the five-year period under PTR considerations may submit an expedited PTR Review. (KSU Faculty Handbook 3.12)

Post-Tenure Review for Administrative Faculty

Faculty identified as administrative faculty in section 1.1 of the KSU Faculty Handbook, will undergo an administrative post-tenure review. The review process is outlined in the KSU Faculty Handbook.

Performance Remediation Plan (PRP)

If a tenure-track or tenured faculty member receives a “1 - Does Not Meet Expectations” or “2 - Needs Improvement” in any of the categories during an annual review, the chair and faculty member will develop a Performance Remediation Plan (PRP) in consultation with the faculty member to remediate the faculty member’s performance. A PRP sets realistic goals and strategies for the faculty member to begin meeting expectations in the following year’s annual review. The PRP must be approved by the Dean and submitted to Academic Affairs. For further details on the performance remediation process and the corrective post tenure review process refer to the current edition of the KSU Faculty Handbook and the BoR Faculty and Student Affairs Handbook.

Non-tenure track positions will also utilize this 5-point scale; however, the faculty member is not impacted by PRPs. The result of the faculty member's annual evaluations will be utilized as part of subsequent retention and promotion decisions. Performances of 1s or 2s will be addressed during the ARD/FPA process.

Corrective Post-Tenure Review

If a tenured faculty member receives a “1 – Does Not Meet Expectations” or “2 – Needs Improvement” on two consecutive annual reviews, the faculty member will undergo a corrective post-tenure review. (Importantly, the faculty member does not have to receive a “1– Does Not Meet Expectations” or “2 – Needs Improvement” in the same area as the previous year for a faculty member to be required to undergo a corrective post-tenure review.) Faculty undergoing a corrective review will follow the same processes as faculty undergoing a regular post-tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post-tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed.

(BOR Policy 8.3.4 Notice of Employment and Resignation; BoR Faculty and Student Affairs Handbook 4.7; KSU Faculty Handbook 3.12.A.6.)

Unsuccessful Pre-Tenure Review

In accordance with KSU Faculty Handbook 3.12 B.1, if the performance in any category of a pre-tenure review is judged to be not successful/not satisfactory, the faculty member must be provided with a Performance Remediation Plan (PRP).

Expedited Post-Tenure Review

As the annual review documents constitute the “primary evidence” for multi-year reviews, faculty members receiving ratings of “3” (“meeting expectations”) or above in all areas of faculty review, as well as in their overall annual reviews during the 5-year period under PTR consideration, may submit an expedited PTR review. Expedited PTR reviews will contain all annual reviews (along with any rebuttal or response documentation) for the period under review, along with a shorter narrative (3-6 pages recommended with a 12-page maximum). No additional materials will be required for the portfolio to be considered complete. Faculty receiving a “1” or “2” rating in any area of review or in their overall

annual reviews during any given year under PTR consideration, will submit the standard (full) set of portfolio materials.

Unsuccessful Post-Tenure Review

A faculty member who receives a 1 or 2 in the context of a post-tenure review is one whose post-tenure review is deemed unsuccessful. In this case, a formal performance remediation plan (PRP) must be written. (See KSU Faculty Handbook Section 3.12.)

II. TEACHING

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. By definition, scholarly teachers demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning. Such assessment may employ multiple methods, including a variety of classroom techniques. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities. Examples include curricular development, community-engaged teaching practices, program assessment, student mentoring and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising.

Scholarly Work in Teaching may include, but is not limited to:

- Development of innovative and effective means of instructing classes, seminars, workshops, rehearsals, or applied lessons
- Development of new courses
- Effective instruction in the classroom, studio, or rehearsal hall
- Successful supervision of field experiences, student research projects, etc.
- Creation and revision of comprehensive and well-designed course syllabi
- Creation and revision of course content
- Creation and revision of studio repertory lists
- Experimentation with both pedagogical and technological innovation in teaching
- Incorporation of research, creative or performance endeavors into effective innovation in teaching
- Maintenance and revision of one's teaching philosophy, goals, strategies and assessments in written narratives
- Creation and implementation of new recruitment strategies to attract talented students to the School of Music

Scholarship in Teaching

In addition to establishing a record of excellence in the area of teaching, faculty may elect to pursue and develop their *Scholarship of Teaching and Learning (SOTL)*.¹ (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning).

The School of Music recognizes the following forms of scholarship in this area, and values the following products as **evidence of quality and significance**:

- Conference Presentations based on research in Teaching
- Contributions to Professional Journals (including editing) and other publications that provide evidence of individual research and expertise in Teaching
- Exhibitions and papers given by students in collaboration with or under the supervision of the faculty member
- Conference presentations or publications of research concerning pedagogical techniques or other ways to effect student advancement
- Dissemination of original, effective teaching materials, study guides, lab materials, and pedagogical tools through publication, electronic media, video, or other tangible products
- Web-based archives of pedagogical research and assessment resources

Examples of Student Success in Teaching include but are not limited to:

1. development and participating in student success initiatives (i.e. sophomore barrier review, supervising peer mentor program)
2. course revision/development based on student feedback
3. development of a special topics course addressing student need
4. engagement in High Impact Practices (undergraduate research/creative activity, community engagement, service learning, work-based learning)
5. providing opportunities for student participation in conferences, festivals, and external performances
6. mentoring directed study projects
7. participation in Mid-term grade reporting
8. involvement in faculty professional development activities related to student success

III. SCHOLARSHIP AND CREATIVE ACTIVITY

Scholarship and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University... Scholarship and Creative Activity will include a broad array of scholarship with the expectation that in order for something to be considered scholarship it must meet the expectations of scholarship as established by the department, school, or college.

¹ The Scholarship of Teaching and Learning is the "systematic examination of issues about student learning and instructional conditions which promote the learning ... which is subjected to blind review by peers... and, after review, is disseminated to the professional community" (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning).

These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others, and is subject to informed critique and review (peer-review)... Documentation and evaluation of accomplishments in scholarship and creative activity will focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review (*KSU Faculty Handbook*, 3.3.B).

Scholarly Work in Scholarship and Creative Activity in the School of Music may include, but is not limited to:

- Development of one's scholarship or creative philosophy, goals, strategies, achievements, assessments, improvements, and professional growth in a written narrative
- Authoring books, journal articles, recordings, compositions, or other publications
- Preparation for appearances as recitalist, lecturer, presenter, director, soloist, ensemble member, or conductor in professional settings or by professional invitation from another institution
- Preparation for a performance, recital, or lecture done with students that directly reflects the result of scholarly work and goes beyond the normal expectations of a class
- Preparation for appearances as a panelist, clinician, or as director of a workshop or institute
- Preparation for performances of (or research for the publication of) creative works such as musical compositions or arrangements
- Conceptualization and development (research, editing and revision) of future publications or presentations
- Direction/organization of creative works (chamber concerts, staged productions, ensemble performances, etc.)

Scholarship in Scholarship and Creative Activity in the School of Music may include, but is not limited to:

- Authoring books, journal articles, recordings, compositions, or other publications
- Participation in symposia and other selective gatherings of distinguished colleagues
- Appearances as recitalist, lecturer, presenter, director, soloist, ensemble member, or conductor in professional settings or by professional invitation from another institution
- Performance, recital, or lecture done with students that directly reflects the result of scholarly work and goes beyond the normal expectations of a class
- Appearances both on and off campus as a panelist, clinician, or as director of a workshop or institute
- Delivery of invited professional performances, lectures, master classes, etc.
- Performance as an adjudicator in national or international competitions
- A reviewed public performance

- Applied research, including surveys, assessments, evaluation, field studies, etc.
- Editing books, journals or other publications

Quality and Significance of Scholarship and Creative Activity:

As previously mentioned, all scholarship must be accompanied by documentation of significant outcomes as evidence of impact. This may include, but is not limited to:

- Samples of articles, books, editing projects
- Reviews in newspapers, journals, magazines
- Peer letters and evaluations
- Juried and non-juried presentations

Examples of Student Success in Scholarship and Creative Activity:

1. inclusion of students in creative activity, scholarship, research (co-authoring papers, etc.), performances, conference presentations, etc.
2. mentorship of student work toward publications, presentations, performances, or proposals.

IV. PROFESSIONAL SERVICE

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. Professional service includes service to the department, school, college, University, profession and community. The service activity must be related to a person's status as a faculty member. For example, faculty members might draw on their professional expertise to engage in a wide array of scholarly service to the governance and professionally related service activities of the department, college, or University. Service is a vital part of faculty governance and to the operation of the University. Evidence of the quality and significance of institutional service can support promotion and tenure. Governance and professionally related service create an environment that supports scholarly excellence and the achievement of the University's mission. Administrative faculty are encouraged to engage in service activities such as faculty development, fundraising, fiscal management, personnel management, and public relations. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 10% of their time to professional service activities, that are essential to the life of the institution (See *KSU Faculty Handbook*, Section 2.2, 3.3.C).

“Scholarly service to communities external to the University is highly valued and frequently enhances teaching, scholarship, and creative activity. Service to the community should be related to the faculty member's discipline or role at the University. For example, a faculty member might engage in professionally related service to a community agency, support or enhance economic development for the region, provide technical assistance, or facilitate organizational development. Likewise, some scholarly service activities might rely on a faculty member's academic or professional expertise to serve their

discipline or an interdisciplinary field. This type of service might also include developing linkages with partner institutions both locally and globally” (*KSU Faculty Handbook*, 3.3.C).

In the School of Music, service refers to activities that utilize the professional expertise of the faculty member. The department expects each faculty member to render a reasonable amount of institutional and professional service. Such activities may or may not entail scholarly and scholarship activities.

Institutional service may include, but is not limited to:

- School and COTA committees
- University governance committees
- Any standing committees throughout the institution (listed on the KSU website)
- Colloquium Panel for School MUED Sessions, etc.
- Leading or assisting student recruitment and retention activities
- Participating in program accreditation self-studies
- Attracting funds for student scholarships

Professional service may include, but is not limited to:

- Organizing symposia, lecture series or bringing professional meetings to KSU
- Serving on local arrangements committees for professional conferences
- Demonstrating support or leadership to community arts organizations/projects
- Reviewing textbooks or journal articles
- Serving as faculty advisor to student organizations
- Serving on accreditation teams
- Serving on state or national standard arts or educational boards
- Serving the community as a consultant or advisor in his/her professional field
- Developing and maintaining a professional website
- Editing books or scores

Scholarly Work in Professional Service in the School of Music may include, but is not limited to:

- Development of one’s professional service goals, strategies, achievements, assessments, improvements, and professional growth
- Active membership on or leadership of institutional, university system, professional or civic committees
- The revising and editing of institutional documents such as School or college Tenure and Promotion Guidelines
- Serving in elected or appointed leadership roles in major professional associations at the international, national, regional, state or local levels
- Adjudicating state, national and international competitions
- Review of papers, manuscripts, books, creative works, and grant applications
- Organization of symposia or artist/scholar residencies on the KSU campus
- Any organizational (coordination, scheduling, booking) efforts to bring professional meetings to KSU
- Initiatives undertaken to host music festivals, events, competitions, etc.

- Public/civic service which relates to KSU's goals
- Professional practice through interaction with consulting firms, tutoring services, clinician practices, etc.
- Teaching in continuing education programs
- Service on accreditation teams

Scholarship in Professional Service

The faculty member who chooses Professional Service as their area of emphasis must demonstrate and document the quality and significance of the service. Given that this area is not generally recognized as one that yields scholarship, each faculty member must discuss with the School Director what will be recognized as such at each rank. General indicators of scholarship might include deliberate reflection, research, and analysis accompanied by tangible products that advance the discipline. Examples might include, but are not limited to:

- Authorship of significant institutional documents such as tenure and promotion guidelines, self-studies, accreditation reports, program reviews
- Authorship of grants that bring funding into the university, college or department
- Authorship of significant documents for community, regional, national and international organizations
- Publication of research and analysis conducted as service for community, regional, national, and international professional organizations
- Conference Presentation that addresses the quality and impact of the service work
- Service that results in a tangible impact on the recruitment of students to the School of Music

Examples of Student Success in Service:

1. creation and development of student success initiatives (such as the peer mentor program, etc.)
2. developing or participating in assessment tools and benchmarks
3. mentorship of student service roles on department/college/university committees
4. facilitating alumni outreach and events
5. developing service-learning opportunities

V. TENURE AND PROMOTION

Expectations for Tenure

Tenure should only be granted to those faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness at the University.

The review for tenure involves a retrospective analysis of how well the individual has met the needs and expectations of the University during the probationary period. Perhaps the greatest value of that retrospective analysis is in how well it

informs the judgment of colleagues about the individual's prospects for future contributions and achievements as a KSU faculty colleague. The fundamental issue underlying the tenure decision is whether, in the judgment of teaching and administrative faculty colleagues, the faculty member will continue to meet institutional needs and expectations in the future (*KSU Faculty Handbook*, 3.5.A).

When an individual accepts a tenure-track position in the School of Music, they begin a probationary period with a clearly articulated job description outlining their role and functions as they relate to School needs and programs. This is the preliminary basis for implementation and evaluation of the individual's work.

- The review process includes a pre-tenure review that takes place in the third year of a tenure-track employment regardless of rank (faculty hired as instructors should see *KSU Faculty Handbook* Section 3.6 or 3.10 for relevant guidelines). This review will serve in lieu of the annual review for that academic year. The purpose of the third-year pre-tenure review is to provide a rigorous analysis and detailed feedback of the faculty member's body of work in the areas of teaching, student success activities, research/scholarship, and service towards tenure. This process should at least include a review from the department chair, peers, college/school wide tenure committee (if used) and the Dean. The previous annual evaluations must be part of the review. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward tenure and promotion (BoR Policy 8.3.5.1). The faculty member is responsible for providing documentation and materials for the third-year pre-tenure review, as outlined in the institutional guidelines.
- The Director of the Bailey School of Music will discuss with the faculty member in a scheduled conference the content of that faculty member's third year pre-tenure review. A written report of the faculty member's progression towards achieving future milestones of tenure will be provided to the faculty member after the conference.
- The faculty member will sign a statement to the effect that they have been apprised of the content of the third-year pre-tenure evaluation.
- The faculty member will be given 10 working days to respond in writing to the third-year written evaluation, with this response to be attached to the evaluation.
- The Director of the Bailey School of Music will acknowledge in writing receipt of the response, noting changes, if any, in the annual written evaluation made because of either the conference or the faculty member's written response. The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will become a part of official records and is not subject to discretionary review.
- If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records.

Promotion for Professorial Ranks

Faculty must be promoted to the rank of Associate Professor before being tenured, in accordance with the KSU Faculty Handbook. Ultimately, the faculty member's annual Faculty Performance Agreement that is negotiated with the department chair will articulate precisely the expectations for work produced annually, as well as work that will be undertaken and completed in any given year of each rank. Faculty with a minimum 20% SCA are expected to produce a minimum of one significant external disciplinary peer-reviewed scholarship product (or combination of products) every two years during the period under review that is disseminated to external communities (local, regional, national, or international) appropriate to their faculty rank.

Expectations for Tenure-Track Faculty Performance in Different Ranks

The professorial ranks are typically linked to the different stages of career development and accomplishment for university faculty. Faculty members at the different stages of an academic career tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, KSU's general expectations for faculty performance and for promotion in rank will be dependent on experience levels and the faculty member's career path. Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank (*KSU Faculty Handbook*, Section 3.5.B).

University Expectations for the Rank of Assistant Professor

Assistant Professors ordinarily hold the earned doctorate or terminal degree in their fields of specialization. A rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected. (*KSU Faculty Handbook*, 3.6.A.1).

As stated earlier in this document, the School of Music and its accrediting agency (NASM) recognize significant professional experience in the applied areas as a comparable qualification in lieu of a terminal degree.

School of Music Expectations for Assistant Professor

The School of Music assigns the title of Assistant Professor to a person of proven ability and acceptable experience, and who has shown evidence of special ability as a teacher and as a performer, conductor, composer, director or scholar commensurate with the description of Assistant Professor in the *KSU Faculty Handbook* (Section 3.5D, 1.).

Teaching

An Assistant Professor who chooses Teaching as their area of scholarship should produce teaching processes and tangible outcomes that are made public and are subject to appropriate review on a local and regional level; examples include, but are not limited to:

- Evidence of successful student ensemble performances at conferences such as Georgia Music Educators Association, Georgia Music Teachers Association, Jazz Educators Network, American Choral Directors Association
- Evidence may include an adjudicator's written comments or reviews
- Individual student performances on winners' recitals at National Association of Teachers of Singing, Georgia Music Educators Association, or other conferences
- Publication of research or teaching results in the journals and periodicals of various professional organizations such as the American String Teachers Association, Music Teachers National Association
- Presentations of pedagogical, curricular, theoretical or historical research at regional, national or international chapters of organizations such as the College Music Society
- Presentations of students at local, regional, national, or international programs such as GMTA, College Music Society, etc.

Research and Creative Activity

An Assistant Professor who chooses research and creative activity as their area of scholarship should produce publications or creative works that are made public and are subject to appropriate review not only on campus but also on the local, regional, and national levels; examples include but are not limited to:

- Authoring books, professional peer-reviewed journal articles, recordings, compositions, or other publications
- Invited performances in venues recognized by the arts community as significant
- Invited or commissioned performances of arrangements and original compositions in venues recognized by the arts community as significant
- Documented completion of commissions for new works or arrangements
- Documented appearances as a guest clinician and/or guest conductor regionally

Professional Service

An Assistant Professor who chooses professional service as their area of scholarship should serve as a leader or be actively involved in committees and organizations at the university, local and regional levels. The faculty member must provide evidence of tangible outcomes associated with the service that show its impact on the community and the profession. Examples include, but are not limited to the following:

- Traditional performance/publication based on the experience and outcome of the service activity
- Evidence of the resultant product of a service activity such as the organization of a conference or the impact of a community outreach initiative
- Evidence of impact of leadership role through tangible product and peer review
- Evidence of the faculty member's contribution of personal skill and expertise to achieve the service goal
- Evidence of service that results in a tangible impact on the recruitment of students to the School of Music

University Expectations for the Rank of Associate Professor

Associate Professors make contributions to knowledge as a result of their scholarly work. High quality and significance (see KSU Faculty Handbook Section 3.4) are the essential criteria for evaluation. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University (KSU *Faculty Handbook*, Section 3.6, B.2).

School of Music Expectations for Associate Professor

The School of Music awards the title of Associate Professor to a faculty member who has met the University requirements for Assistant Professor, who has established a clear, unequivocal record of excellence in teaching and in at least one other area of evaluation, and whose professional activities extend well beyond the campus community, in keeping with the description of Associate Professor given in the KSU *Faculty Handbook*. In short, the candidate for Associate Professor should already have begun to meet the expectations for this rank prior to application for promotion. These expectations include:

- Maintenance of a consistent record of outstanding teaching, supervision, and mentoring already achieved at the assistant professor rank
- Expansion of scholarship or service in more significant and productive levels beyond the college and university, including the beginning stages of development of a national profile or presence in their area
- Greater initiative and leadership than in earlier stages of career development
- Development of deeper expertise in a specialized area of scholarship/creative activity
- Contributions in service that have breadth, depth and quality beyond the school and college level

Scholarship Expectations for Associate Professors

Faculty members must produce scholarship in their selected area of emphasis. Evaluation of all scholarly work and scholarship will be based on the quality and significance of the work. Some examples in each area include:

Teaching:

An Associate Professor who chooses Teaching as their area of scholarship should produce teaching processes and outcomes that are made public and are subject to appropriate review on a regional or national level, for example:

Presentations/lecture-recitals for, or publications by:

- American Choral Directors Association
- American String Teachers Association
- College Music Society
- Georgia Music Educators Association

- Music Educators National Conference
- Jazz Educators Network
- National Association of Schools of Music
- National Association of Teachers of Singing
- Publications in juried periodicals
- College Band Directors National Association
- College Orchestra Directors Association

Research and Creative Activity

An Associate Professor who chooses research and creative activity as their area of scholarship should produce performances/publications/new works that are made public and are subject to appropriate review on a regional or national level. See the list of organizations/possibilities provided under the above Teaching category.

Professional Service

An Associate Professor who chooses service as their area of scholarship should share outcomes at a regional or national level either through publication or presentation; examples include, but are not limited to:

- Traditional performance/publication based on the experience and outcome of the service activity
- Conference presentation on the service activity outcomes at any of the professional organizations listed above (see under Teaching)
- Innovative policies or procedures
- Innovative pedagogies and curricula
- Advising programs
- Study abroad programs

University Expectations for the Rank of Full Professor

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or professional service. Professors have a documented record of distinguished accomplishments using the criteria for quality and significance of scholarly work (see KSU Faculty Handbook Section 3.4). These accomplishments will merit regional, national, or international attention and recognition. Professors continue to grow and develop in their respective areas of emphasis” (*KSU Faculty Handbook*, 3.6 B.3).

As a faculty member cultivates scholarship in teaching, research/creative activity, professional service, or administration and leadership, the School of Music expects a significant deepening of her/his work in that area of emphasis as a qualification for promotion to the rank of Full Professor.

School of Music Expectations for the Full Professor

The title of Professor is awarded to a faculty member who has met the University requirements for Associate Professor, who has established a sustained record of excellence in teaching and in at least one other area of emphasis, and whose expertise is recognized on the national and international levels, in keeping with the description of Full Professor in the *KSU Faculty Handbook*. As with promotion to Associate Professor, the candidate for Full Professor should already have begun to meet the expectations for this rank prior to application for promotion. These expectations include:

- Continuation of growth and productivity in scholarly work and scholarship
- Maintain sustained accomplishments as a leader and mentor, noted scholar-artist, expert or distinguished colleague
- Establish a reputation as a master teacher
- Others in the profession consult the faculty member as a mentor/supervisor
- Extension of teaching role beyond the classroom/studio into the professional development area
- Demonstrated progression in one's record of institutional and professional service, research/creative activity, or administration and leadership to sophisticated and productive levels that surpass those at the Associate Professor level and are broadly recognized beyond the University
- Demonstrate a sustained specialized expertise in area(s) of emphasis

Scholarship Expectations for the Full Professor

The Full Professor must produce written or creative scholarship, most of which must merit attention at the regional, national or international levels. Moreover, the level of productivity and recognition must surpass that of the Associate Professor.

Teaching:

A Full Professor who chooses teaching, supervision, and mentoring as their area of scholarship should produce presentations and publications about teaching processes and outcomes that are made public and are subject to appropriate review; examples of significant contexts include, but are not limited to:

- National Conferences of most professional music organizations
- International conferences such as the International Conference on the Arts and Humanities or the International Arts in Society Conference
- Peer-reviewed regional, national or international journals/periodicals
- Chapters, essays or complete books released by recognized academic publishers

Research and Creative Activity:

A Full Professor who chooses research and creative activity as their area of scholarship must produce publications/performances/presentations/lectures that are made public and are subject to appropriate review on a regional, national, or international level, for example in organizations such as:

- American Choral Directors Association
- College Music Society
- Jazz Educators Network

- Music Educators National Conference
- National Association of Schools of Music

Other significant scholarship in this area may include:

- Publications in peer-reviewed journals, recordings, periodicals, magazines
- Authorship/publication of books
- Invited performances in venues generally recognized by the arts community as significant

Professional Service:

A Full Professor who chooses service as their area of scholarship should share outcomes at a regional, national or international level either through publication or presentation, for example:

- Regional, national, and international conferences
- Publications related to service activities in regional, national and international journals, periodicals, and books
- Innovative policies and procedures
- Mentoring programs
- Advising programs
- Innovative curricula
- Study abroad opportunities

Expectations for Non-Tenure-Track, Full-Time Faculty Ranks

As stated in the KSU Handbook, 3.10, a Lecturer's primary responsibility is Teaching; in the Bailey School of Music, lecturers and senior lecturers typically produce small amounts of scholarship and service. Criteria for promotion to senior lecturer are evidence of highly effective teaching ability inside and/or outside of the classroom environment, and value to the university in the area of Teaching and student learning (or highly effective professional service and/or Administration and Leadership for lecturers/senior lecturers with those primary responsibilities. Promotion to the rank of Principal Lecturer should reflect a continued record of excellence in the area of Teaching, and demonstrate an high level of recognition as a pedagogue on a national or international level.

Performance Expectations for Academic Professionals

Refer to KSU Handbook Section 3.10.2. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the KSU Faculty Handbook Section 3.13.

Process for Revisions

This document was formed specifically to avoid referencing or citing other documents that change frequently and therefore it is unlikely to need significant revision. However, as changes that are relevant to the content of this document can occur, it is the responsibility of the BSOM P&T Committee to review this document annually to maintain its accuracy in perpetuity.

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

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