

**PROMOTION AND TENURE FACTORS FOR TENURE AND NON-TENURE TRACK
FACULTY OF THE DEPARTMENT OF MUSIC
WAYNE STATE UNIVERSITY**

(Approved: October 4, 2019; Amended: December 9, 2022)

General Considerations

The Department of Music uses recommendations for promotion and tenure as a means of achieving overall departmental excellence and balance. In making its judgments, the Department is also sensitive to the needs of the College of Fine, Performing and Communication Arts and of Wayne State University.

Distinction Between Promotion and Tenure

Promotion and tenure may or may not be simultaneously recommended by the Promotion and Tenure Committee. Promotion is based on an evaluation of the individual's past and present achievement and whether it has brought the individual to an appropriate professional and scholarly level. In the question of tenure, achievement to date is used to predict whether the candidate's future contributions will justify granting tenure.

It is difficult to define all factors and standards that are applied to candidates for promotion or tenure and to specify quantitatively the relative weight placed upon each area in which an individual can contribute to Departmental excellence. However, scholarship, teaching, musical performance, composition, and other creative activities, professionalism and non-instructional service have been identified and are discussed below.

Scholarship: Research/Creative Activity

Scholarship is an indispensable activity in any music department, particularly one that offers graduate programs. It is basic and vital to the University that faculty be involved in scholarly research, performance, or other appropriate creative activities such as composition and/or arranging that contributes both to faculty members' personal intellectual growth and development, and to that of their students and the music profession.

The candidate's scholarly or creative contributions to, and influence upon the music profession may be measured, in part, by invitations to present at, or take a leadership role in, professional events at the local, state, national, or international levels. These events may take a variety of forms; symposia, colloquia, festivals, conferences, and musical performances may all qualify as scholarly or creative activities. The candidate's record of presentations, publications, and public performances are important considerations in evaluating applications for promotion and/or tenure.

Teaching

The Department expects that teaching will be approached in a scholarly manner. A high standard of classroom instruction, course preparation and appropriate student contact is essential. Contributions to the curriculum (such as the development and initiation of new courses), keeping existing courses and programs current and writing textbooks and other original pedagogical materials are also considered. In addition, work performed as a thesis or dissertation advisor and service on graduate committees will be considered as part of a candidate's teaching record.

Ensemble Directors are expected to maintain high standards of performance, score preparation, program selection, conducting, ensemble development and effective rehearsal techniques. Studio instructors must teach with a clear sense of repertory, technique, and the role of performance in the music student's total preparation. In addition, the faculty member's teaching methodology and ability to transmit knowledge and intellectual methods to students will be assessed by such measures as student course evaluations, course materials, written peer evaluations (when available), and other information supplied by the candidate.

Musical Performance/Conducting

Musical performance is a primary consideration for the promotion or tenure of many of the Department's faculty. Musical performance/conducting involves live or recorded solo or ensemble presentations of musical works. Some aspects of performance were discussed under Teaching and Scholarship. Other aspects of this factor are outlined below. The relative weights of musical performances are determined by a number of issues, all of which are related to 1) the extent of the candidate's responsibility for preparation and presentation of the performance, 2) the context in which the performance is presented, and 3) the scope of the audience for whom the performance is given. Performances given at state, national, and international venues are weighted more heavily than those given for campus or local audiences; the significance of the performer's role will also be considered and performances undertaken apart from those considered to be part of the candidate's regular teaching responsibility receive significantly more recognition. Similarly, invitations to conduct or present performances as a soloist or with a University ensemble may receive greater weight than performances initiated by the candidate. For certain disciplines including music history, music theory, electronic/recording techniques, music business, and music education, performance is not usually a primary factor, but may be considered. Where performance is not a central activity, decisions will be based upon the remaining factors.

Composition and Performance of Original Works and Other Creative Activities

Composition, as used in the music discipline, denotes such activities as creating an original musical work, developing an arrangement of a pre-existing musical idea or work and orchestrating a pre-existing work. This factor will always be applied when the candidate's field of expertise is music composition, but it may also be used for any other candidate whose past or present achievements include this type of creative activity.

The candidate's compositions as well as recordings of his/her their performance/ compositions, represent scholarly activity. Thus, their relative weights are determined, in part, by issues similar to those discussed above under Scholarship. Commissioned or invited compositions, widely disseminated and frequently performed compositions, and published compositions receive significant weight. The candidate's contribution to the music profession and the field of composition is also evidenced by invitations to participate or assume a leadership role in colloquia and symposia, and by awards and honors received from professional organizations.

Music Technology, Music Business and Other Creative Activities

The creation of computer software for music instruction, development of music technology software, and music business professional practice are also considered under this factor. They, too, are evaluated in light of their contribution to the music profession, as measured by evidence presented by the candidate.

Professionalism

All faculty are responsible for the well-being and growth of the Department, and for the furtherance of the Department's objectives. This is evidenced by professional conduct, respect for colleagues, effective and willing interaction with faculty, staff and students, and department of the candidate with regard to departmental matters.

Non-Instructional Service

Non-instructional service is given greater weight in considerations for selective salary increases, but it is also a consideration for promotion, contract renewal, and tenure decisions. This factor is divided into three categories: 1) service within the University, college, and department; 2) public or community service; and 3) service to the profession. All faculty are expected to fulfill committee responsibilities and other assignments such as recruitment, development, etc., when called upon to do so by the University, the College or the Department. The extent and effectiveness of the candidate's participation determines the quality of service rendered in these capacities.

Community or public service requires that the candidate's expertise be used to benefit the public or private sector. In these instances, the quality and scope of the faculty member's service is evaluated on the basis of objective evidence from the individuals or organizations involved.

Service to the profession includes, but is not limited to, active involvement in academic and professional associations related to the candidate's discipline. Examples are: assuming leadership positions in professional organizations; serving as an editor or reviewer for journals or publications; serving on accreditation panels, licensing and examination committees, or evaluative teams, (such as CMS, NASM); and serving on grant or award review panels. National/International, regional and state/local contributions are evaluated accordingly.

In all cases, issues such as the duration of involvement, the regularity of participation, and the importance of the service assignment or contribution are considered. Such service, however, will not be considered in a candidate's evaluation without, or as a substitute for, established excellence in teaching and research/creative activity which constitute the main functions and duties of faculty in this department. Overall consideration will be based on University standards for research/creative activity, teaching and service.

Factors for Teaching Faculty in the Department of Music

December 9, 2022

This document constitutes the departmental factors statement for those faculty members who are assistant or associate professors of teaching seeking promotion. It should help describe some of the activities that may constitute evidence of scholarship, teaching and service. These factors are not to be interpreted as standards. Applicants may submit evidence of scholarship and/or creative activities, teaching evidence and service not specifically discussed in this document. The teaching faculty are only required to attain excellence in teaching and one other category, in other words, in teaching and scholarship/creative activities or in teaching and service.

Teaching

Teaching excellence is demonstrated by the use of methods of pedagogy resulting in high levels of learning by students being taught, contributions to curricular development, the preparation of curricular materials, the publication of textbooks, pedagogical articles and other pedagogical works, the supervision of independent student work including the direction independent study projects and master's degree projects.

The quality of teaching is evidenced in a number of ways. Pursuant to agreements between the University and the AAUP-AFT, student evaluations are given substantial weight. Teaching evidence may also be demonstrated by a faculty member's public presentations at professional conferences and training sessions for faculty and/or student groups within the university or community groups. In addition, student work may be considered in evaluating teaching when it results from the instructional process. Examples include but are not limited to student performances and recitals.

The following statement, extracted from the department's Promotion and Tenure factors, is applicable to the evaluation of the non-tenured teaching faculty:

Ensemble directors are expected to maintain high standards of performance, score preparation, program selection, conducting, ensemble development and effective rehearsal techniques. Studio instructors must teach with a clear sense of repertory, technique, and the role of performance in the music student's total preparation. In addition, the faculty member's methodology and ability to transmit knowledge and intellectual methods to students will be assessed by such measures as course evaluations, course materials, written peer evaluations (when available) and other information supplied by the candidate.

Service

The standard of excellence in service is demonstrated by the substantive value of the faculty member's contribution to the quality of Wayne State University, the community and/or the advancement of their profession or discipline. It consists of the application of the faculty member's knowledge in relation to teaching or in their professional field to benefit the university, the community and their profession.

The following statement, extracted from the department's Promotion and Tenure factors, is applicable to the evaluation of the non-tenured teaching faculty:

This factor is divided into three categories: 1) service to the university, college and department; 2) public or community service; and 3) service to the profession.

All faculty are expected to fulfill committee responsibilities and other assignments such as recruitment, development, etc., when called upon to do so by the university, college or department. The extent and effectiveness of the candidate's participation determine the quality of service rendered in these capacities.

Community or public service requires that the candidate's expertise be used to benefit the public or private sector. In these instances, the quality and scope of the faculty member's services is evaluated on the basis of objective evidence from the individuals or organizations involved.

Service to the profession includes, but is not limited to, active involvement in academic and professional associations related to the candidate's discipline such as assuming leadership positions in professional organizations, serving as a editor or reviewer for journals or publications; serving on accreditation panels, licensing and examination committees, or evaluative teams, such as The College Music Society or the National Association of Schools of Music; and serving on grant or award review panels. National/International, regional and state/local contributions are evaluated accordingly.

Scholarship and Creative Activities

Scholarship and creative activities for teaching faculty can include more traditional forms or less traditional forms of scholarly and creative contributions or less traditional forms of scholarly and creative contributions, especially those related to the advancement of teaching. Among demonstrations of scholarship and creative work include but are not limited to the publication of book review, essays or abstracts, the presentation of papers at peer reviewed conferences, performances in juried or refereed forums, publication of presentations in conference proceedings and review articles.

The following statement, extracted from the department's Promotion and Tenure factors, is applicable to the evaluation of the non-tenured teaching faculty:

Scholarship is an indispensable activity in any department, particularly one that offers graduate programs. It is basic and vital to the university that faculty be involved in scholarly research, performance, or other appropriate creative activities such as composition and/or arranging that contributes both to faculty members' personal intellectual growth and development and to that of their students and the music profession.

The candidate's scholarly or creative contributions to, and influence upon the music profession may be measured, in part, by invitations to present at, or take a leadership role in, professional events at the local, state, national, or international levels. These events may take a variety of forms: symposia, colloquia, festivals, conferences, and musical performances may all qualify as scholarly or creative activities. The candidate's record of presentations, publications, and public performances are important considerations in evaluating applications for promotion and/or tenure.