

## PROMOTION AND TENURE DOCUMENT

### University of Texas at Tyler College of Arts and Sciences School of Performing Arts

**Overview.** Standards and policies relating to faculty tenure and promotion at U.T. Tyler are described in the *Handbook of Operating Procedures*, sections 3.3.3, 3.3.4 and 3.3.5. This document, which serves as the official university statement for the School of Performing Arts on tenure and promotion, summarizes the process as follows:

“There can be no simple list of accomplishments that, when achieved, guarantee that a faculty member will obtain tenure. Tenure is not a right to which a faculty member is entitled, nor is tenure granted simply as a result of a record of satisfactory annual evaluations.

“To be tenured, faculty must achieve a strong record in 1) teaching and 2) research/scholarship/creative activity. The faculty member further is expected to demonstrate outstanding achievement in one of these areas. The faculty member is also expected to have a satisfactory record of service to the University, profession, and/or community. In addition to demonstrating quality in these traditional areas, the candidate for tenure must also demonstrate professional collegiality.

“*Teaching.* To qualify for tenure, faculty members must have a consistent pattern of effectiveness in teaching. Tenure will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. Thus it is vital that information concerning teaching effectiveness, gathered from multiple and flexible assessment methods, be part of the tenure review.

“*Research/Scholarship/Creative Activity.* The purpose of research/scholarship/creative activity is to make a substantive contribution to the body of knowledge and understanding in one’s discipline. For tenure to be granted, a faculty member must have established a strong, consistent, and progressive program of research/scholarship/creative activity and must evidence a commitment to continue making contributions throughout his or her career.

“*Service.* To qualify for tenure, the candidate must display evidence of commitment to service to the University and to the profession and/or the civic community.

“*Collegiality.* U.T. Tyler defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies, and guarantees faculty the right to support any colleague whose academic freedom is threatened. Collegiality is a professional, not personal, criterion relating to the performance of duties within a department. Collegiality should not be confused with sociability, likability or conformity to certain views. Instead collegiality addresses such issues as the faculty member’s

compatibility with department missions and goals, an ability and willingness to work cooperatively within the department and college, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students on a professional and personal level.

“The University subscribes to the following description of collegiality from the American Association of University Professors (AAUP) statement on professional ethics:

“As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution” (*H.O.P.* 3.3.4.).

Additionally, in regard to the promotion and rank advancement of music faculty generally, The National Association of Schools of Music observes the following:

“Normally, music faculty holding appropriate credentials and having full-time appointments are entitled to full faculty status and given treatment comparable to that for faculty members in other disciplines on a given campus with regard to appointment, tenure, increases in salary, and advancement to higher academic rank” (*NASM Handbook 2017-2018*, 65).

All tenure-track faculty shall undergo a third-year review in accordance to the policies of the College of Arts and Sciences. The document that governs the procedure for the CAS third-review can be found at:

<https://www.uttyler.edu/cas/facultystaff/resources.php>  
by clicking on the link "Third-Year Review Policy."

All tenured faculty shall undergo a post-tenure review every six years, in accordance to the policies of the College of Arts and Sciences. The document that governs the procedure for the CAS third-review can be found at

<https://www.uttyler.edu/cas/facultystaff/resources.php>  
by clicking on the link "Post Tenure Review Policy."

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**Measures of Success in Teaching.** Effective teaching is an essential component of a faculty member's work. A candidate for promotion to Associate Professor with tenure should demonstrate the following elements:

- A successful teacher is knowledgeable and current in his/her field, demands high but fair standards in student achievement, is sensitive and responsive to the learning needs of students, builds constructive teacher-student rapport, and conveys complex information in a clear and coherent manner.
- A successful teacher periodically revises, updates and/or amends course content in order to improve student learning, and through example s/he instills in students a recognition of excellence and professionalism.
- A successful teacher recognizes the collaborative nature of his/her faculty duties and works with students and colleagues in a positive and professional manner.

Measures of success include, but are not limited to: a satisfactory third-year review by Chair and department committee, formal annual evaluation by Chair—taking into account the global arc of progress and comments, formal peer evaluation of teaching (if the faculty member chooses to include peer evaluations), the aggregate of student comments in all courses, engagement in teaching workshops etc., engagement with students as advisor, and the teaching load itself, viewed globally over the course of the tenure-track process.

For promotion to Professor, the candidate's portfolio will demonstrate a teaching record based upon the above measures that continues or improves upon his/her accomplishments since promotion to Associate Professor. From the UT Tyler *Handbook of Operating Procedures* section 3.3.5(D)(5)(c):

"Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and research/scholarship/creative activity. The faculty member must also have actively participated in professional service and been actively involved in department, college and university service. Evidence of strong research/scholarship/creative activity is documented not only through peer-reviewed publications, professional presentations, exhibits, performances, etc. but also through input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the University"

The Chair and Department committee will evaluate the candidate's electronic portfolio and make a determination as to whether the candidate's teaching is "unsatisfactory," "satisfactory," "strong," or "outstanding."

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**Measures of Success in Research/Creative Activity.** The creative and/or research component of the portfolio must include evidence of consistent achievement and overall excellence. The School of Performing Arts recognizes a *wide variety* of appropriate research/creative activities, depending upon the specialties of the candidate. Notably, the national accreditation agency for music in higher education, the National Association of Schools of Music observes:

“The creative production and professional work of performers, composers, and other applied [music] faculty should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions”  
(*NASM Handbook 2017-2018*, 65).

Typical creative/research activities may include, but are not limited to:

- Solo or collaborative performances—as conductor, soloist or chamber musician.
- Performances with recognized professional organizations
- (orchestras, opera companies, etc.).
- Invited guest performances as conductor, performer, music/artistic director, or stage directing and design.
- Formal presentations, papers or performances at professional conferences or meetings.
- Original musical compositions or arrangements, published or publicly performed.
- Published materials such as articles, chapters, monographs, books, editions, etc.
- Contracted recordings or software.

Tenure and promotion to Associate Professor requires excellence and recognition at a local and regional level. Promotion to Professor requires similar ongoing activities, as well as activity more focused at the national or international level.

A non-comprehensive, possible stratification of these activities for annual evaluation is:

<u>Outstanding/High Significance</u>	<u>Strong/Moderate Significance</u>	<u>Satisfactory</u>
Book publication	Book chapter/monograph	Book reviewer (group)
International conf. presentation	Regional/state Conference	Local conference
National conference presentation	Conference panel member	On-call performer
Conference panel Chair	Poster at National conference	Poster at regional conference
Orchestra soloist (region/national level)	Faculty recital-university All-region/regional clinician	Unrefereed journal University grant <\$5000
Faculty recital (national/international)	Core orchestral musician Regional grant	Local adjudication guest clinician-local
CD recording	Local grant >\$5000	Local Ensemble
Ensemble performs at conference	peer-reviewed journal	
National-level grant	Book reviewer (sole)	
All-state conductor	Faculty lecture-recital	
National/International guest clinician		

The above table must also take into account the unique expertise and areas of research inherent with each full-time faculty member. This table is to be used as a general guide, not as a prescriptive benchmark.

For promotion to Professor, the candidate's portfolio will demonstrate a research, scholarly,<sup>3</sup> and creative activity record based upon the above measures that continues or improves upon his/her accomplishments since promotion to Associate Professor. From the UT Tyler *Handbook of Operating Procedures* section 3.3.5(D)(5)(c):

"Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and research/scholarship/creative activity. The faculty member must also have actively participated in professional service and been actively involved in department, college and university service. Evidence of strong research/scholarship/creative activity is documented not only through peer-reviewed publications, professional presentations, exhibits, performances, etc. but also through input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the University"

The Chair and Department committee will evaluate the candidate's electronic portfolio and make a determination as to whether the candidate's research, scholarly and creative activity is "unsatisfactory," "satisfactory," "strong," or "outstanding."

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**Measures of Success in Service.** The School of Performing Arts views service as an important contribution to the university, its constituencies, to the discipline, and to the public at large.

For tenure and promotion to Associate Professor, the portfolio should demonstrate consistent departmental and some university service activities as well as evidence of professional service and affiliations. Promotion to Professor requires demonstrated leadership in service to the profession, to the department, and to the greater university community. Typical examples may include, but are not limited to:

- Providing service-oriented performances or presentations in university, community, regional or national venues.
- Departmental and university activities such as serving on committees and in special organizations, advising student groups, serving on student juries and auditions, student degree advising, recruiting, marketing, etc.
- Outreach activities such as visiting schools for clinics or master classes, providing adjudication, and organizing and/or managing festivals, contests or other joint initiatives broadening the reach of the department or institution.
- Professional service activities such as membership in professional associations, governance activities therein, guest presentations, adjudication, journal/newsletter editing, and sponsored master classes and workshops.
- Administrative responsibilities.
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Measures of satisfactory progress include, but are not limited to: third-year review by Chair and department committee, formal annual evaluation by Chair—taking into account the global arc of positive engagement in department activities, engagement in juries, auditions, and advising, and viewed globally over the course of the evaluative period.

The Chair and Department committee will evaluate the candidate's electronic portfolio and make a determination as to whether the candidate's service is "unsatisfactory," "satisfactory," "strong," or "outstanding."

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**Outside Reviewers.** According to the *Handbook for Operating Procedures*, section 3.3.4, external letters of review from peers outside the university will be required for tenure-track faculty members applying for Associate Professor and Professor and/or tenure who began their tenure-earning service at U. T. Tyler on or after August 1, 2007.

Outside reviewers will address a representative sample of the candidate's research and creative activity. Candidates should prepare sound or video recordings, musical scores, and/or published materials for submission to outside reviewers. Reviewers should also address the inevitable overlap that exists between research/creative achievement and teaching for conductors and/or ensemble supervisors. This is because successful public performances by conducted students reflect both the expected educational outcome of a well-taught course as well as the conductor's own scholarship, originality and creative artistry in preparing those performances.

Section 3.3.5 of the *Handbook for Operating Procedures* describes the outside review process as follows:

“A recommendation for tenure and/or promotion must include supporting evidence that the individual's contributions have had an impact on the discipline; that is, the research/scholarship/creative activity should have made a significant contribution to the candidate's discipline and be recognized by professional colleagues. To that end, the dossier for tenure and/or promotion of all candidates after the implementation dates described in Section D.4. above must include a minimum of three (3) outside review letters, with a minimum of one (1) letter from the candidate's list of external reviewers.

“Letters of review should be solicited from disinterested scholars of appropriate rank or stature not affiliated with U.T. Tyler who serve in the faculty member's field of training, specialty, or a closely related field. Individuals who may have a bias or perceived bias, such as dissertation committee members, co-authors, classmates, former students, research collaborators, departmental colleagues, and friends should not serve as external reviewers.

“Reviewers will be nominated by the department chair and the candidate. The candidate should provide the department chair with the names of at least five (5) potential reviewers as well as a statement of their credentials and clarifying the nature of any prior contact the candidate has had with any suggested reviewer. The department chair will likewise compile a list of at least five (5) additional qualified reviewers. Chairs will also disclose their

relationships with potential reviewers to the dean of the college. The final selection will be made by the dean of the college. The dean will select three (3) potential reviewers from each list (candidate and chair), resulting in a total of six (6) potential reviewers. Understanding that not all reviewers will agree to participate or that reviews will not arrive in a timely manner, the final list will contain no fewer than five names. At least two (2) reviewers must be from the candidate's list. The final list of names of external reviewers is to be kept confidential from the candidate.

“The department chair shall contact the external reviewers to request their willingness to participate in the external review process. If the reviewers agree to participate, the department chair shall prepare and mail letters requesting outside reviews. Letters shall follow the standard template approved by the University. In the case where an insufficient number of reviewers are unable to participate, alternate reviewers may be selected by the dean.

“Reviewers will be provided with the candidate's c.v., appropriate reprints and other representations of the candidate's scholarship, and a summary of the candidate's teaching and service responsibilities since arriving at U.T. Tyler. The contents of all outside review letters will be kept confidential to the extent permitted by law and University regulations.

“Candidates will be informed when reviews are received and may have access to them. The department chair will place all reviews into the candidate's dossier before the departmental committee begins its review. Outside letters received after the departmental committee begins its deliberations will not be included in the review process without the approval of the dean.

“The department chair shall prepare a summary of the outside review process that will be included in the candidate's dossier. This summary shall list the name, position, and organization of each person from whom evaluations were requested. For those whose letters are included in the dossier, the summary shall include relevant information about the reviewers' professional/academic qualifications for evaluating the candidate for tenure and/or promotion.

“If the candidate for promotion is a department chair, then the dean of the college will be substituted for department chair in the process above.”

**Candidate Responsibilities.** Candidates being considered for tenure and/or promotion are responsible for providing accurate, thorough, and clear documentation of achievements for review at the departmental, college and university levels. Since there will be some variation in the

documentation required by departments and colleges, each candidate should contact the director or dean to determine what must be included in his or her individual documentation package.

Each candidate will compile a comprehensive file (the “dossier”) that will be presented for review digitally by the department, college, dean and those above. As of 2018, the digital delivery is via *faculty 180*. Details regarding the structure and content of the dossier are available from the director (chair) or dean.

**Timeline.** The candidate should meet with the director during the spring and/or summer of the calendar year of the application to begin preparation. A typical timeline for the application process is as follows:

Early Summer:	Begin the process of identifying outside reviewers; candidate prepares material
By Mid-August:	Candidate’s materials are submitted to outside reviewers
By Mid-September:	Candidate submits (via <i>Faculty 180</i> ) the complete dossier for evaluation by the director and the departmental promotion/tenure committee; outside reviews added to the dossier by the director
By Late September:	Letters of evaluation by the director and departmental committee added to the dossier; copies provided to candidate
By Mid-October:	Complete dossier and supplementary materials submitted to the dean and college promotion/tenure committee
By Mid-December	Letters of evaluation added by the dean and college promotion/tenure committee; materials submitted to the Office of the Provost

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## **Content and Organization of the Tenure and Promotion Dossier**

*Because the unique scholarly and pedagogical work of musical faculty frequently integrates the areas of research/creative achievement, student teaching, and community outreach/service in a single activity, cross-references in the dossier across multiple areas may be appropriate.*

- Record of Review Form (available from the Office of the Dean of the College of Arts and Sciences)
  
- Table of Contents
  - I. Curriculum Vitae
  - II. Departmental Promotion and Tenure Guidelines
  - III. Official Recommendation Statements
    - A. Departmental Tenure Committee
    - B. Department Head
    - C. Outside Reviewers
  - IV. Annual Evaluations and Third Year Review
  - V. Teaching
    - A. Teaching philosophy statement (no more than 1½ pages)
    - B. Summary of teaching responsibilities (list courses by semester)
    - C. Teaching Awards
    - D. Teaching Enhancement
      - 1. Describe how you have used student evaluations to improve instruction
      - 2. List workshops, panels, training sessions, etc., on teaching you have attended
    - E. Workshops, panels, papers, etc., you have presented on teaching in your field
    - F. Use of technology in the classroom
    - G. Other contributions to instruction
      - 1. Service on student evaluation committees or juries
      - 2. Sponsorship of guest recitals or master classes
  - VI. Research and Creative Activity
    - A. Statement on Research/Creative Activity (no more than 1½ pages)
      - 1. Discuss focus, accomplishments, plans for the future, and the relationship of research/creative activity to teaching and service

- B. Awards for Research/Creative Activity
  - C. Creative Activity
    - 1. Solo or collaborative performances—as conductor, soloist or chamber musician
    - 2. Performances with recognized professional organizations (orchestras, opera companies, etc.)
    - 3. Guest performances as conductor, performer, music/artistic director, or stage directing and design
    - 4. Original musical compositions or arrangements, published or publicly performed
    - 5. Performers, composers and conductors should clearly distinguish between tenure-earning scholarly activity and supportive activity, such formal, informal, or service-oriented performances.
  - D. Books, edited books or textbooks
    - 1. Include citations of your work by other authors (if possible)
    - 2. Include any professional reviews or awards received for specific works
  - E. Refereed journal articles
    - 1. Include citations of your work by other authors (if possible)
    - 2. Include any professional reviews or awards received for specific works
  - F. Book chapters
    - 1. Include complete bibliographical citation including page numbers
    - 2. Indicate whether invited or refereed
  - G. Conference papers, presentations or performances
    - 1. Include complete information including date and location
    - 2. Indicate whether invited or refereed
  - H. Grants and Grant Products
    - 1. Separate internal grants from external grants
    - 2. Include only grants received
  - I. Encyclopedia/Handbook Entries
  - J. Contracted recordings or software
  - K. Other materials
- VII. Service
- A. Statement on service activities and relationship to teaching and research (no more than 1½ pages)
  - B. Service to Profession (disciplinary-specific)

1. Membership in professional associations, and governance activities therein
2. Journal/newsletter editing or manuscript reviews
3. Any external evaluating of institutions, programs or individuals
4. Service performances or presentations in university, community, regional or national venues
5. Adjudications
6. Guest presentations, such as master classes or workshops

C. Curriculum Development

1. Any new courses developed
2. Participation on curriculum development committees
3. Lab manuals, workbooks, etc., prepared for courses

D. Student advising

1. Written statement on advising activities, including graduate students (approximately ½ page)
2. Number of students advised each semester

E. Professional Practice

1. Any consulting or clinical practice
2. Service on agencies, boards, professional (non-academic) organizations

F. Service to the university

1. List membership on all department, college, and/or university committees along with leadership roles and significant activities

G. PreK-12 schools

1. Describe any service activities involving public schools or private schools (PreK-12)

H. Community service

1. Describe any service activities involving the community at large

I. Student Recruitment

1. Activities related to the recruitment of new students to the institution

J. Administrative Responsibilities

1. Departmental administration (ensembles, labs, websites, etc.)
2. Other administrative work

K. Other service activities

VIII. Addenda (to be placed in a separate notebook/file box)

- A. Syllabi used in each separate course you have taught in all semesters preceding the beginning of the tenure and promotion evaluation process
- B. Samples of handouts, tests, or teaching materials from the last full academic year
- C. Student evaluations for courses taught only during the preceding full academic year
- D. Any published books
- E. Copies of published journal articles or other materials
- F. Concert/recital programs
- G. Unsolicited letters, e-mails, etc.