

**Standards for Promotion and Tenure  
Required by Section 7.12, Regents Policy on *Faculty Tenure***

**School of Music  
College of Liberal Arts**

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Theory and Musicology/Ethnomusicology Faculty)*

## **I. Introductory Statement**

This document is intended to specify the indices and standards to be used by the School of Music to determine whether candidates meet the University of Minnesota's general criteria for indefinite tenure as they are set out in section 7.11 of the University of Minnesota Regents Policy on *Faculty Tenure*, as well as the indices and standards for promotion to the rank of professor as they are set out in section 9.2 of the same Regents policy. For a complete overview, the reader is advised to review sections 7 and 9 in their entirety. This document is also consistent with the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The document contains indices and standards for the following personnel evaluations:

- annual reviews of probationary faculty
- recommendation for awarding indefinite tenure
- recommendation for promotion
- annual performance appraisal for post tenure review according to Section 7a of the Regents Policy on *Faculty Tenure*

## **II. Mission Statement**

Our mission at the University of Minnesota School of Music is to understand, share, and disseminate music through creation, performance, research, and education:

- We embody and encourage creative and intellectual curiosity at the highest level of artistry and scholarship.
- Our distinguished faculty inspires students to be global citizens and agents of transformation through music, realizing this educational work in an integrated and collaborative environment.
- Our students develop the knowledge, attitudes, and professional skills to be successful while engaging with the richly diverse, urban, artistic communities in the Twin Cities and beyond.

### **III. Annual Reviews of Probationary Faculty**

The tenured faculty of the School of Music annually reviews the progress of each probationary faculty member toward satisfaction of the criteria for receiving tenure as provided by the Regents Policy on *Faculty Tenure* and in accordance with the University's *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*. The Director of the School prepares a written summary of that review and discusses the candidate's progress with the candidate, giving a copy of the report to the candidate.

This written summary is provided on President's Form 12 and is signed by the candidate, the Director of the School, the Dean of CLA, and the Senior Vice President for Academic Affairs and Provost.

In accordance with Section 5.5 of *Faculty Tenure* the probationary period may be extended by one year at a time at the request of the faculty member for childbirth/adoption, caregiver responsibilities, or medical reasons. The criteria for evaluation of faculty who have had their probationary period extended are no different than the criteria for faculty who do not have an extension of the probationary period. Extension of the probationary period in accordance with Section 5.5 may not be a factor in the evaluation. See Appendix A for Section 5.5 of the Regents Policy on *Faculty Tenure*.

### **IV. University Standard – General Criteria for Tenure**

#### **Regents Policy on *Faculty Tenure*, Section 7.11, General Criteria**

What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [3]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [4]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [5]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

#### **Regents Policy on *Faculty Tenure*, Footnotes to Section 7.11**

[3] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[4] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[5] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

## **V. Departmental Criteria for Tenure – Research**

To receive indefinite tenure, a faculty member will be expected to have demonstrated professional distinction in scholarly research and/or artistic achievement and to show evidence of continued academic and/or artistic distinction. (Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.)

A “distinguished” record is prominent and conspicuous by its excellence. To achieve this, a candidate must have produced a body of scholarly research or artistic work that is openly available, scholarly, creative, and of high quality and significance, and must be recognized and visible within his or her domain of scholarly or artistic endeavor. Research is not limited to the publication of scholarly works but also includes activities that lead to the public availability of products, practices, and ideas that have significance to society. This includes the production of new technology or instructional materials and procedures for which a significant research component can be demonstrated. Distinction in research and scholarship and/or artistic achievement will be determined by consideration of the following:

### **Documentation**

The candidate must establish quality, productivity, visibility and promise.

(A) Evidence of excellence in research is provided by the candidate's research, performance, and/or publication record. This record is assessed both internally, by the department and the college, and externally, by a panel of recognized experts from outside the University, to determine whether it is openly available, scholarly, creative, and of high quality and significance. (See Section 12 of the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* for details about reviewers.) The following points guide the assessment of the candidate's record:

1. "Openly available" research implies distribution, which includes traditional and electronic publication as well as other media such as audio and video recording.
2. Scholarly publication can take many forms; among these are original research articles and books, book chapters, edited collections and anthologies, critical editions, translations, reviews, integrative text books that advance the discipline, and published lectures.
3. Peer-reviewed publications or works printed by publishers known for their careful review of manuscripts or articles issued in refereed journals will be given more weight than other publications. Publications by eminent presses and those appearing in journals, series, or volumes that have stringent peer review and major disciplinary significance generally receive the most weight.
4. A written work is considered to be published when it satisfies two standards: it is under contract, and in production. The candidate is asked to produce the actual contract or another form of evidence showing the work has been accepted for publication. A book, journal article, or book chapter will be considered in production when a letter from the director or editor is sent and states that the work: a) has gone through all rounds of reviews; b) all corrections/revisions have been completed; c) the fully completed/revised manuscript is in the hands of the press or journal; d) the press or journal has put it on a production schedule.
5. Written work "in press" may be considered equivalent to published work when the final revised manuscript has been accepted by the publisher and its full content, including supplementary materials such as music examples or illustrations, is available for review.
6. Work under review may be considered; this category receives less weight than published or completed work.
7. Translations, reprints, and citations or reviews of a candidate's work may provide evidence of the visibility, importance, or influence of the work.
8. For all multi-authored or collaborative works, the file must specifically describe the candidate's contribution. It is understood that in some areas of the discipline, multi-authored works are common.
9. While quality is more important than quantity, the candidate must present a substantial body of achievement. Ordinarily, this would include a book or monograph and articles or shorter works, or an equivalent set of articles in the candidate's areas of specialization.

(B) Evidence of visibility is chiefly provided through the following (unordered):

1. National or international awards and honors.
2. Presentations at scholarly conferences (especially refereed or invited presentations).
3. Service as editor of national or international professional journal.

4. Organization of scholarly conferences
5. Active participation on editorial boards.
6. The individual's success in attracting external and internal research grants and fellowships and her/his ability to complete the project.
7. Invited scholarly presentations.

(C) Evidence of promise of a strong future record is shown through the following:

1. Development of an independent body of significant work beyond the final degree.
2. Sustained and continuous growth in significant research/artistic practice and creative work.

### **Discipline-specific criteria**

Because of the diversity of disciplines represented within the School of Music, the term “research” encompasses a wide variety of professional activities, including music performance, composition, conducting, and arranging, along with scholarly publications and public presentations. These activities may vary widely among disciplines and, in many instances, within disciplines (e.g., piano performance and piano pedagogy). Therefore, descriptions of the research and professional activities reviewed in making tenure, promotion, and post-tenure decisions are organized in this document according to disciplines.

The School of Music is organized by discipline into eight Divisions. These include five Performance Divisions (Strings, Winds/Brass/Percussion, Keyboard, Voice, and Ensembles) and three Academic Divisions (Theory/ Composition, Musicology/Ethnomusicology, and Music Education/Music Therapy). New faculty members are hired with specific creative or scholarly expertise and teaching responsibilities into one of these eight Divisions.

Each Division of the School of Music has established specific criteria appropriate to its discipline for assessing faculty members' professional activities in the areas of scholarly research, performance, and composition. For purposes of this document, these are grouped into four areas: (1) Performance, (2) Theory and Musicology, (3) Composition, and (4) Music Education and Music Therapy.

### **1. Criteria for Performance Faculty**

For faculty in the Performance Divisions, the principal activities for artistic creativity assessed in determining eligibility for tenure and promotion may include one or more of the following non-prioritized areas: solo and/or ensemble performance, conducting, coaching and musical preparation, and stage directing. In addition to, or in place of, these activities, performance faculty may focus their creative activities in the area of scholarly, artistic, and pedagogical work that involves research, publication, and/or related activity.

Performance faculty are expected to pursue ongoing professional interests which may involve various combinations of the following activities:

1. solo performances in recitals and chamber music programs or with professional orchestra, wind band, opera, choral, or jazz organizations;
2. ensemble performances with professional orchestras, wind bands, choirs, or jazz ensembles;
3. performances that are recorded and/or broadcast;
4. research that leads to publication in pedagogy, literature, history, or acoustics of the instrument;
5. guest engagements to present master classes, workshops, or lecture/demonstrations
6. guest engagements as conductor, opera director, or other musical preparation staff;
7. music positions with religious institutions.

Both the quality of work accomplished and the stature of professional venues are essential factors in evaluating a candidate's work.

## **2. Criteria for Theory and Musicology/Ethnomusicology Faculty**

In Theory and Musicology/Ethnomusicology, to receive indefinite tenure, candidates are expected to have attained professional recognition on the basis of high-quality scholarly publications and activities associated with their field. The scholarship may be disciplinary, drawing upon established methodologies and pursuing traditional topics, or interdisciplinary, drawing upon methods and approaches from closely related fields within music or from related disciplines such as history, literary criticism, and anthropology (Musicology/Ethnomusicology), or mathematics, psychology, and the like (Theory).

The emergence and attainment of a national and/or international recognition based on high-quality scholarship normally involves significant, high-quality peer-reviewed publication, whether in print or digital format. This most commonly takes one of two forms: 1) a book, monograph, or edition, representing original research or analysis, or 2) articles in professional journals, book chapters, and essays in scholarly volumes.

Additional factors for consideration may include edited volumes, solicited monographic entries in major reference works, book reviews, papers presented at national or international meetings of professional societies, participation in symposia, institutes, and think tanks, invited lectures at major research universities, grants and awards, and editorial appointments. Other professional activities such as textbooks or pedagogical works (published by a reputable press and making original, creative contributions to the theory and practice of musicology, ethnomusicology or theory), program notes for a major national or international musical organization, liner notes for the recordings of a major artist or major recording label, pre-concert talks for national or international musical organizations, or record reviews in reputable publications may provide additional evidence of professional recognition.

## **3. Criteria for Composition Faculty**

In the field of Composition, receiving indefinite tenure requires clear evidence of a growing national and/or international recognition based on high-quality creative activity. Important factors are visibility, productivity, promise, and above all, quality and originality. Recognition may result from public and broadcast performances of original works; commissions from prominent solo artists, ensembles, and presenting agencies; recordings of original works for commercial distribution by recognized recording companies; artist residencies; performances of works at juried festivals and conferences; publication of original works; publication of books and articles about one's works; and awards from state, national, and international arts organizations.

A candidate's activities beyond the composition specialization, for example, in performance or scholarship, should also be recognized when such endeavors are appropriate to the individual's talents and interests. Such activities will be evaluated according to the criteria of their respective disciplines.

#### **4. Criteria for Music Education and Music Therapy Faculty**

To receive indefinite tenure, music education/therapy faculty are required to demonstrate clear evidence of an emerging national recognition based on high-quality research, scholarly, pedagogical, creative and/or performance activities, and their contribution to the philosophy and pedagogy of music education/therapy. The primary scholarly endeavor of the music educator/therapist is to contribute to the professional practice of music pedagogy/instruction/therapy; scholarly productivity should reflect this endeavor. However, because music educators/therapists often enter their profession via performance, composition, or musicology, and continue to be involved in these closely related, supportive fields, documentation of evidence of these pursuits shall also be considered scholarly productivity as they relate to the development of a recognition in research, scholarship and pedagogy in music education/therapy.

Examples of factors for assessment of the scholarly accomplishments of the candidate include, but are not limited to, the following: books or monographs; publications in refereed journals or book chapters; textbooks published by a reputable publisher that make original, creative contributions to the theory and practice of music teaching; presentations at scholarly and professional meetings; critiques and book reviews; and professional activity in performance, conducting, composition or musicology. It should be noted that scholarly collaborations in research and publication are common in music education/therapy.

Other qualifications that the candidate may have acquired, and that may be used to assess the candidate's scholarship include, but are not limited to, the following: selection to serve on editorial boards of professional journals, and external research funding from sources inside and outside the university, inasmuch as this is a measure of the research skill and competence of the candidate.

#### **VI. Departmental Criteria for Tenure – Teaching**

Candidates for indefinite tenure must be effective teachers. (Most probationary faculty are also promoted to the rank of associate professor when they receive indefinite tenure, although tenure may be conferred on an associate professor with a probationary appointment.)

“Effective” means that a candidate enables or produces the intended result of student learning. Specifically, candidates should demonstrate course-appropriate content expertise and an ability to transmit such knowledge to students through effective instructional design, delivery, and assessment. Instructional design includes the ability to create, sequence, and present experiences that lead to learning. Instructional delivery refers to the skills that facilitate learning in a respectful environment. Assessment refers to the use of tools and procedures for evaluating student learning, including appropriate grading practices.

"Teaching" is not limited to credit-producing classroom instruction. It encompasses other forms of communication of knowledge (both to students registered in the University and to persons in the extramural community) as well as the supervision, mentoring or advising of individual graduate or undergraduate students, whether individually or in groups. Effectiveness in teaching may be enhanced by the candidate's participation in teaching enrichment programs and training workshops. Effectiveness in teaching will be determined by the consideration of the following:

### **Documentation**

1. A review of courses taught. Particularly important are those courses that were developed by the candidate. Such review will include review of course syllabi, statements of goals and objectives, and methods employed, as well as assignments and examinations prepared for the course.
2. A review of any contributions made to the curriculum of the Department (development of courses, course sequences, new areas of instruction, major/minor sequences, substantive refinements of courses, including uses of new technologies, etc.). These contributions may be made individually by the candidate or result from his or her participation in committees or workshops devoted to curriculum development and assessment.
3. Evaluation by peers. Each candidate must have had recent peer review evaluations from at least two faculty members who have observed two different courses (where applicable, these should be one undergraduate and one graduate course).
4. Development and review of instructional material, including but not limited to computer software, compilations of readings, course guides for Independent Study courses, and publication of textbooks.
5. Student rating of teaching. Student rating forms from all courses taught during the probationary period must be submitted. The primary method of student rating is through course rating forms. Additionally, evaluations may be obtained from students once they have graduated.
6. Review of the quality of and contribution to undergraduate student advising and the direction of Independent Study projects, Senior Projects, and honors theses.
7. Review of the quality and effectiveness of the candidate's contributions to the mentoring or supervising of graduate students in their scholarship and teaching. For example, evidence concerning advising at the Master's and Doctoral level, the supervision of degree recitals, Plan B papers, MA theses, Ph.D. dissertations, and DMA project

documents, participation in master's and doctoral written and oral exams, and professional development and job placement activities.

8. Contributions to and participation in team-taught courses.
9. Receipt of teaching awards and other formal recognitions of teaching excellence.
10. Any other contribution to the teaching mission of the Department, such as service as Director of Undergraduate Studies, Director of Graduate Studies, or as leader of teaching and professional development workshops within the program, University, profession, or community.
11. Receipt of grants for curricular development or for the preparation of instructional units. Grants alone, however, do not suffice; the successful completion of the project shall also be considered.
12. Appointments as Visiting Composer or Artist in Residence at other colleges, universities, conservatories and/or performing organizations.

*N.B.* Prior Service. Candidates who have previously served in regular faculty positions at accredited universities and colleges elsewhere, and for which service has reduced the maximum period of probationary service at Minnesota, should provide as much documentation from those previous institutions as possible, including any and all of the above listed forms of evidence.

## **VII. Departmental Criteria for Tenure – Service**

"Service" means that faculty as University citizens actively participate in advancing the interests of the department, the college and University for the benefit of the institution, the profession and the community.

Service to the department, the college, the University and the profession is an integral component of a faculty member's professional obligation. A faculty member's participation in the governance of the department, service to the college and University, and service to professional organizations and communities related to the candidate's research enhance the faculty member's professional standing, and bring recognition to the department, the college, and the University. Service is recognized as a significant contribution by faculty and is considered during tenure deliberations.

### **Documentation**

(A) Examples of service to the institution include but are not limited to:

1. Participation in the administration and governance of the institution
2. Participation in department, college, and university committees
3. Administrative appointments in the department, college, and the university
4. Active participation in University conferences or symposia

(B) Examples of service to the profession include but are not limited to:

1. Officer or board member in a state, national, or international professional society.
2. Election to prestigious state and national organizations that recognize excellence within the discipline
3. Contributions to professional societies, schools, or musical organizations
4. Member of a national or international professional committee or of a governmental or private advisory committee
5. Consultant or referee for professional publications, recordings, performances, and music festivals
6. Reviewer for grant or fellowship applications
7. Panel reviewer or juror for exhibitions or performances
8. Consulting services to professional organizations and government agencies
9. Reviewer for tenure and promotion cases at other universities or colleges
10. Reviewer for academic programs at other universities or colleges

(C) Examples of service to the community include but are not limited to:

1. Outreach to K-12 schools and consultancies with non-profit organizations
2. Providing expert testimony and other forms of public engagement

### **VIII. University Standard – Criteria for Promotion to Professor**

Regents Policy – *Faculty Tenure*, Section 9.2, Criteria for Promotion to Professor

The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [8]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [9]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

Regents Policy – *Faculty Tenure*, Footnotes to Section 9.2

[8] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[9] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the

decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

## **IX. Departmental Criteria for Promotion to Professor**

Promotion to professor indicates the attainment of distinction within one's field and the highest academic or artistic achievement. Any candidate for promotion must have attained national or international recognition based on the high quality of her or his contributions to the discipline. She or he must also be distinguished through the quality, substance, and high standards of his or her teaching and advising, and continued effective service to the department, college, University, and the profession. Consideration must also be given to the high quality of scholarship or artistry exhibited in directing dissertations or, in the case of performance faculty, the high level of artistry demonstrated in preparing doctoral recitals. Associate professors are strongly encouraged to work toward promotion to the rank of professor (See Section 7.11 of the Regents Policy on *Faculty Tenure*.)

### **Documentation**

The forms of evidence used to justify promotion to professor are the same as those used to justify promotion to associate professor in the areas of research, teaching, and service. A higher level of achievement in all three areas, as measured by the distinction, significance, and impact of the research, teaching, and service, is required. Regular, high-quality teaching and advising of master's and doctoral students, in addition to undergraduate instruction and advising, is expected, and service contributions to the department, college, University, and profession should be substantial and significant.

## **X. Review of Tenured Faculty Performance**

### **Introductory Statement**

Section X of this document, Review of Tenured Faculty Performance, is an implementation of the Regents Policy on *Faculty Tenure* (Section 7a), as described in detail in the *Rules and Procedures for Annual and Special Post-tenure Review* approved by the Tenure Subcommittee of the Senate Committee on Faculty Affairs January 5, 1998; and revised by the Tenure Subcommittee March 5, 1998.

### **Goals and Expectations for Tenured Faculty**

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the School of Music has established the following goals and expectations for tenured faculty. These are similar to the criteria for tenure and promotion to associate professor, and for promotion to professor.

Tenured faculty in the School of Music are expected to continue to be recognized and remain visible within their domain of research and must continue to produce a body of research that is openly available, scholarly/artistic, creative, and of high quality and significance.

Tenured faculty are also expected to remain effective teachers and to be actively engaged in the communication of knowledge and the supervision, mentoring, or advising of graduate and undergraduate students.

Tenured faculty are also expected to participate actively in advancing the interests of the School of Music, the College of Liberal Arts, and the University of Minnesota for the benefit of the institution, the profession, and the community.

#### *Expectations Regarding Research, Publication, and Public Performance*

Research, publication, and public performance are vital components of the responsibilities of tenured faculty. It is expected that tenured faculty will become and remain leaders influential in their fields of specialization. Satisfactory leadership and influence are understood as involvement in an explicit program of research or creative activity; periodic publication of peer-reviewed works and presentations at scholarly conferences, or significant professional public performances and the publication of commercial recordings with wide distribution; and success at securing internal and extramural funding.

#### *Expectations Regarding Teaching*

Tenured faculty will offer instruction at both the undergraduate and graduate levels at workload levels established by the College. At the undergraduate level, the faculty member will offer well-constructed and clearly presented instruction based upon current scholarship. Instruction encompasses individual and classroom teaching, coaching, and conducting, and courses will include both general department courses and specialty courses in the faculty member's field. Faculty members will also be accessible to their students for consultation at regularly scheduled office hours. At the graduate level, faculty will guide students and communicate the current state of knowledge in their fields of specialization. Faculty members will normally offer graduate proseminar and research seminars on a regular basis as required or justified by the department program and student interest. They will also advise masters and doctoral students and direct doctoral students in research related to dissertations or doctoral projects. Documentation of effectiveness in teaching and advising will be based on the criteria stated above under criteria for tenure.

#### *Expectations Regarding Service*

Tenured faculty will remain actively involved in their professions. Because of the diversity of subdivisions within the School of Music, professional service may take a variety of forms. Faculty will be expected to participate in scholarly or professional meetings with reasonable frequency and engage in such activities as editorial service for professional journals, conference planning, and service in professional associations. Professional service will also include the evaluation of manuscripts submitted to scholarly journals and presses; assessment of applications to national grants agencies; involvement in the evaluation of scholarship and standing of individuals for tenure and promotion considerations at other institutions; and the adjudication of competitions.

Tenured faculty are also expected to contribute regularly to the governance and administration of the school, college, and University. They will attend and participate in regular and special

faculty meetings, especially those dealing with tenure, promotion, and the appointment and retention of faculty; serve effectively on various committees as elected or appointed; and agree to accept administrative assignments. In all of these endeavors the quality of involvement is paramount.

Where feasible, tenured faculty will also be involved in community service as described under the criteria for tenure.

### **Annual Post-Tenure Review Process**

The School of Music expects that its tenured faculty will be regularly active in all three domains: research, teaching, and service. In accordance with Section 7a.2 of the Regents Policy on *Faculty Tenure*, a faculty member who falls substantially below the goals and expectation in one or more of those domains for two consecutive years will be informed in writing of her/his performance and will be informed of steps that should be taken to improve in order to meet the School's goals and expectations in all three domains within a specified period of time (at least one year from the date of the letter). Both the Director and an elected faculty committee, all with tenure, must agree that the faculty member has fallen below the goals and expectations. The letter to the faculty member must be signed by both the Director of the School of Music and the chair of the faculty committee. It will specify the deficiencies, provide specific steps that should be taken to improve and meet the department's goals and expectations, and will set a time period of at least one year from the date of the letter, during which the faculty member should address the identified problems. The faculty member may communicate to the Director in writing relevant information to dispute the judgment of the chair and advisory committee and the committee. The Director will also meet individually with the faculty member whose work is judged to be substandard in order to discuss the means of improving the faculty member's performance to acceptable levels. During the following year, the Director and members of the committee will work with the faculty member to improve performance and remedy perceived deficiencies.

In accordance with Section 7a.3 of the Regents Policy on *Faculty Tenure*, if in the judgment of the Director and the elected faculty review committee, a tenured faculty member in the School of Music who continues to be substantially below the goals and expectations of the School and who has not made sufficient improvement at the end of the time period described in the previous paragraph may undergo a special peer review pursuant to a joint request to the Dean by the Director of the School and the elected peer merit review committee.

### **Special Post-Tenure Review Process**

The special peer review of a tenured faculty member at the dean's level follows the process outlined in Section 7a.3

Appendix A – Section 5.5 of the Regents Policy on *Faculty Tenure*

**5.5 Exception For New Parent Or Caregiver, Or for Personal Medical Reasons.** The maximum period of probationary service will be extended by one year at the request of a probationary faculty member:

1. On the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. When the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or
3. When the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

Appendix B – Section 7.12 of the Regents Policy on *Faculty Tenure*

**7.12 Departmental Statement.** [6] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Senior Vice President for Academic Affairs and Provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.