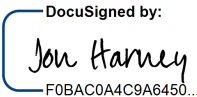

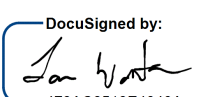

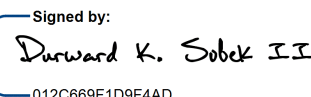
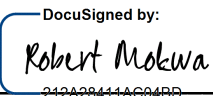




Role, Scope, Criteria, Standards and Procedures  
of the  
**School of Music**

College of Arts and Architecture

Effective Date: July 1, 2025

APPROVALS	SIGNATURE	DATE
Jon Harney	<div>DocuSigned by:</div>  <div>F0BAC0A4C9A6450...</div>	9/3/2025   12:55 PM MDT
Faculty	Chair, Primary Review Committee	
Jason Bolte	<div>DocuSigned by:</div>  <div>32E8B08B8410418...</div>	9/3/2025   1:20 PM MDT
Primary Administrative Reviewer	Department Head/Director	
Tom Watson	<div>DocuSigned by:</div>  <div>479AC6519E4040A...</div>	9/3/2025   2:12 PM MDT
Intermediate Review Committee	Chair, Intermediate Review Committee	
Dean Adams	<div>DocuSigned by:</div>  <div>27E69BD658C840E...</div>	9/3/2025   2:23 PM MDT
Intermediate Administrative Reviewer	Executive Director	
Durward Sobek	<div>Signed by:</div>  <div>012C669E1D9E44D...</div>	9/5/2025   4:17 PM MDT
University Retention, Tenure and Promotion	Chair, University RTP Committee	
Robert Mokwa	<div>DocuSigned by:</div>  <div>212A28411AC64BD...</div>	9/9/2025   3:58 PM MDT
Executive Vice President for Academic Affairs and Provost		

## **Role and Scope Document for the School of Music**

### **Article I. Role, Scope, and Mission of Unit**

Mission Statement: The School of Music at Montana State University offers dynamic programs in music, preparing our students for numerous professions. Committed to the belief that music is an integral part of human life, the School of Music affirms the University's mission to serve the people and communities of Montana by providing a musically enriched environment to our local community. We align with the university mission integrating teaching, scholarship, and service as well as the pursuit of excellence in performance, scholarship, and leadership to transform lives.

The School of Music offers the following academic programs:

- Bachelor of Music Education, School Music (K-12 Broadfield)
- Bachelor of Arts in Music Technology
- Bachelor of Arts in Music
- Music Minor (non-teaching)
- Master of Music in Music Education

### **Article II. Appointment and Advancement of Research Faculty**

Not applicable

### **Article III. Annual Review Process**

The Annual Review process is governed by the Faculty Handbook, available on the MSU Policies and Procedures website, <http://www.montana.edu/policy>.

Tenure-track and tenured faculty will enter teaching, scholarship, and service activities into the approved MSU data collection system. Faculty are responsible for uploading the following information by the published deadline:

- All student evaluations of teaching applicable for the period of review
- A personal narrative highlighting professional achievements in teaching, scholarship, and service
- Projected goals for next annual review for teaching, scholarship, and service

Faculty are evaluated by the Director of the School of Music, who completes the appropriate form with numerical and explanatory feedback. Faculty members are provided with a copy of the review and ratings; faculty have the opportunity to meet with the Director. Faculty must sign acknowledgement that they have received the review, which does not indicate agreement.

### **Article IV. Primary Review Committee and Administrator**

#### **Section 4.01 Primary Review Committee-Composition and Appointment**

- A. Name. School of Music Promotion and Tenure Committee
- B. Membership. The School of Music is committed to committee membership that includes representation from protected classes as defined by the State of Montana and Montana State University. The Primary Review Committee shall consist of three tenured faculty members from the School of Music. Two of the faculty members will serve two-year terms, and the other faculty member will serve a one-year term.

When a candidate applies for the rank of full professor, at least two of the Primary Review Committee's membership will be comprised of faculty at the rank of professor. If this requirement cannot be met, the Primary Review Committee and Primary Review Administrator will consult with the chair of the University Retention Promotion and Tenure Committee to allow substitutions deemed appropriate.

No faculty member may serve on the committee if they are undergoing review. Any current committee member undergoing review must vacate committee membership during the consideration of their review, or the review of someone with whom they have a conflict of interest. A replacement from the eligible music faculty will be chosen according to normal election procedures.

- C. Election. The members of the committee are elected by a majority vote of the tenure-track and tenured faculty in the School of Music. Elections for the committee will be held each January, with committee member terms coinciding with the academic year. One of the two-year members will be elected in even years, the other in odd years.
- D. Chair. The Chair of the Primary Review Committee will be the member serving the second year of a two-year term.

#### **Section 4.02 Primary Review Administrator**

The Director of the School of Music is the Primary Review Administrator

#### **Section 4.03 Identification of responsible entities**

- A. The Review Administrator establishes the Primary Review Committee by facilitating the election of the members as described.
- B. The Review Administrator, working in consultation with the Review Committee, selects external reviewers and solicits review letters.
- C. The Review Committee solicits Internal Review of Teaching using MSU/School of Music approved Internal Peer Review Teaching Assessment form (see Faculty Resources on School of Music webpage).
- D. Assuring the following materials are included in the Dossier:
  - (i) The Review Administrator is responsible for including internal and external reviewer letters of solicitation, letters from the reviewers and, in the case of external reviewers, a short bio-sketch or CV of the reviewer in the Dossier.
  - (ii) The Review Administrator ensures that the applicable Role and Scope Document is included in the Dossier.
  - (iii) The Review Administrator ensures that the letter of hire, any Percentages of Effort changes, all annual reviews, and all Evaluation Letters from prior retention, tenure, and promotion reviews at MSU are included in the Dossier.
  - (iv) The Business Operations Manager (staff administrator) ensures that the candidate's teaching evaluations from the review period are included. If the evaluations are not in electronic format, the unit will provide evaluation summaries. Upon request by review committees and review administrators, the unit will provide access to the original evaluations to review committees and administrators during the review.

- E. The Business Operations Manager maintains all copies of all review committee Evaluation Letters and internal, (if applicable), and external review letters after the review.

#### **Section 4.04 Next Review Level**

The College of Arts and Architecture Retention Tenure and Promotion Committee

### **Article V. Intermediate Review Committee and Administrator**

#### **Section 5.01 Intermediate Review Committee – Composition and Appointment**

The College of Arts and Architecture Retention Promotion and Tenure Committee is the Intermediate Review Committee. Its composition and appointment are determined by policies and procedures in the CAA's Role and Scope document.

#### **Section 5.02 Intermediate Review Administrator**

The Dean of the College of Arts and Architecture

#### **Section 5.03 Level of Review following Intermediate Review Administrator**

The University Retention Tenure and Promotion Committee follows the review by the Dean of the CAA.

### **Article VI. Review Materials**

#### **Section 6.01 Materials Submitted by the Candidate**

Candidates shall submit a dossier to the School of Music Director that lists all relevant teaching, scholarship, and service activities and includes the articles, publications, creative endeavors, or other evidence that, in their judgment, represents their best efforts to meet the applicable standards for the current review. See Appendix A for a brief summary of standards by level of review.

The dossier is maintained by the university, with materials uploaded by the Business Operations Manager of the School of Music. The faculty member will organize their materials according to the structure provided by the university and notated in the following list. The Business Operations Manager in the School of Music will provide certain materials as indicated.

The candidate will provide:

1. [Cover Sheet] The university-approved Cover Sheet obtained from the provost's office website.
2. [Curriculum Vitae] A comprehensive Curriculum Vitae that provides a detailed listing of teaching, scholarship, and service activities.
3. [Personal Statement] A Personal Statement organized according to School of Music standards for retention, tenure, or promotion as appropriate. The Personal Statement should include a self-evaluation of how those standards are met.
4. [Teaching] A self-evaluation of teaching in the form of a teaching narrative, and all materials needed to conduct an in-depth assessment of teaching (see section 8.03 and 8.04).
5. [Scholarship] A list and self-evaluation of scholarship in the form of a scholarship narrative, along with documentation in support of achievements in scholarship. The list should include all scholarly activity completed during the review period. The

narrative and documentation should be limited to representative examples that reflect the best efforts of the candidate to advance the discipline or profession (see section 8.03 and 8.04). Candidates must also submit a separate document describing and defining their collaborative scholarly contributions (see section 6.02).

6. [Integration] A list and brief self-evaluation narrative, along with documentation in support of achievements in integration (see section 8.03 and 8.04). Candidates will sort activities into categories that best define the nature of their work.
7. [Service] A list and self-evaluation of service in the form of a brief service narrative, along with documentation in support of achievements in Service. It is up to the candidate to delineate why activities are sorted into the categories presented (service to the profession, service to the university, and service to the public).
8. [Professional Development] [Optional] A narrative and/or listing of professional development activities.
9. [Appendix] [Optional] Any additional materials the candidate feels are important to include, but do not fall under specific folders as outlined above. The optional appendix consists of a single document that describes physical materials and where they are located or provides links to documentation in support of teaching, scholarship, service, and integration.

Candidates for either tenure or promotion to full professor are required to submit materials for external peer review. These materials must include:

1. A comprehensive Curriculum Vitae with teaching, scholarship, and service activities of the candidate.
2. A list of all scholarly activities completed during the review period.
3. A personal narrative that describes the candidate's area(s) of scholarship and provides context to the external reviewers, limited to representative examples that reflect the best efforts of the candidate to advance the discipline or profession.
4. Documentation limited to representative articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best exemplify their Scholarship.

### **Section 6.02 Documentation of Collaborative Scholarly Contributions**

The School of Music recognizes that collaboration occurs regularly in scholarly activities, including collaborative performances, compositions, writing of articles, and all manner of interdisciplinary works. Faculty under review should take special care to document and delineate their contributions to collaborative scholarly activities. A candidate's regular participation in a group (such as a chamber music ensemble, a collaborative creative entity, or co-author) can be considered independent scholarship.

- Performers must specify their role within a group (leader, equal partner, subordinate), and the amount of preparation time needed as one indicator of the importance of their work.
- Composers who collaborate should clearly indicate what level of responsibility they had for the overall work.
- Authors should indicate what proportion or specific aspects of research that they undertook.

### **Section 6.03 Peer Review Solicitation Procedure**

External peer review appropriate to the specific discipline(s) of the candidate is required for candidates seeking tenure and/or promotion. External review letters must include a review of the candidate's scholarship. External reviewers will also provide a short CV and/or bio-sketch that

will be provided to all review committees and review administrators, along with their actual review.

A total of four (4) external review letters are required. The candidate may supply names of potential external evaluators, but at least half of the review letters must be from persons other than those suggested by the candidate. The candidate submits names of potential external evaluators to the Director of the School of Music, who will, in consultation with the chair of the School of Music Promotion and Tenure Committee, solicit letters from reviewers who are respected authorities in their field, with comparable fields of scholarship activity to the candidate, and who are at comparable institutions. The candidate shall not personally solicit letters of support from external evaluators. These materials shall become part of the faculty member's personnel file and uploaded to the online dossier.

For reviews of scholarship, the Director of the School of Music shall furnish external reviewers with information relevant to the review:

1. Background material about the candidate: A comprehensive Curriculum Vitae which includes teaching, scholarship, and service activities of the candidate (see section 6.01), and a list of the candidate's principal duties and responsibilities.
2. Background material about the department: a copy of departmental Role and Scope, Standards and Criteria, and a general overview of the School of Music (majors offered, number of majors, and other information relevant to the review).
3. Evaluation material (see section 6.01):
  - A list of all scholarly activities completed during the review period.
  - A personal narrative that describes the candidate's area(s) of scholarship and provides context to the external reviewers, limited to representative examples that reflect the best efforts of the candidate to advance the discipline or profession.
  - Documentation limited to representative articles, publications, creative endeavors, or other evidence from the review period that, in the candidate's judgment, best exemplify their Scholarship.

The School of Music Promotion and Tenure Committee will assign tenured faculty not serving on the School of Music P&T Committee during the academic year of review, to conduct internal peer reviews using MSU/School of Music approved review forms.

## **Article VII. Applicable Role and Scope Documents**

**Section 7.01** Retention Review – Candidates for retention are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

**Section 7.02** Tenure and Promotion to Associate Professor Review – Candidates for tenure are reviewed under the standards and indicators in the Role and Scope Documents in effect on the first day of employment in a tenurable position. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

**Section 7.03** Promotion to Professor Review – The faculty member will be reviewed using standards and indicators in the Role and Scope Documents in effect two (2) years prior to the

deadline for notification of intent to apply for promotion. Candidates may select a more recent, approved Role and Scope Document by notifying the primary review committee.

## **Article VIII. Retention Review**

### **Section 8.01 Timing of Retention Review**

Faculty are reviewed for retention in the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### **Section 8.02 University Standards for Retention**

The standards for the retention of probationary faculty members are:

- effectiveness in teaching, scholarship, and service during the review period (see definition in Appendix A), and
- integration of no less than two of the following during the review period: teaching, scholarship, and service, and
- satisfactory progress towards meeting the standards for tenure by the candidate's tenure review year.

### **Section 8.03 Performance Indicators or All Levels of Review**

TEACHING. The School of Music upholds the MSU Faculty Handbook definition of teaching and uses the following indicators for teaching:

- A list of all assigned courses for each semester under review;
- Syllabi documenting course content, learning outcomes, and assessment of student performance;
- Documentation of student achievement (representative student work from courses taught; any student awards, student recognition, graduate school acceptances, or other evidence of student achievement);
- Peer assessment of teaching performance;
- Student evaluations of teaching performance, including copies of evaluation summaries and evaluation forms. The university approved electronic course evaluations shall be used unless a different instrument is required by another department for courses taught under that department's rubric;
- [If applicable] Documentation of awards and recognition for teaching, mentoring, and/or advising;
- [If applicable] A statement verifying advising duties and activities and/or a statement verifying supervision of student teaching duties and activities;
- [If applicable] Additional products relevant to instruction (e.g., unique course development, experimental course design, innovative course materials and methodology, media, guest lectures);
- [Optional] A description of professional development related to instructional activities, which gives evidence of maintaining currency in the field, developing new skills, or supporting the development of the faculty member as a professional.

SCHOLARSHIP. The School of Music upholds the MSU Faculty Handbook definitions of scholarship. For scholarship to be classified as peer-reviewed, a candidate's work will generally include an invitation, acceptance, or contract from peers in the academic, artistic, and/or commercial communities. Public performances that have an impact on the field demonstrate the original intellectual work of faculty. Therefore, relevant and impactful scholarship that is

available to the public may be included in the candidate's dossier as comparable peer-evaluated works appropriate to the discipline. These scholarly activities will be considered during the review process in addition to peer-reviewed scholarship as defined in the Faculty Handbook.

Faculty in the School of Music are involved in areas of scholarship appropriate to their disciplines, which can include performing; conducting; authoring of articles, book chapters, monographs, books, and other similar products; authoring of textbooks or other educational materials; editing; composing; arranging; designing marching band drill; designing software; sound engineering; and other activities that develop and expand the nature of the arts. The School of Music uses the following indicators to evaluate Scholarship. Indicator weighting is inter-related and not presented in ranked order; less significance in any one indicator can be offset by greater significance in other indicators. Typical evidence for the following indicators includes URL links, digital copies, scores, reviews, letters of invitation, advertisements, citations, and copies of programs.

- Public music performances
- Publications
- Invitations
- Acceptances
- Presentations
- Compositions/arrangements
- Release of software and/or hardware (software design and sound engineering)
- Sound design and/or programming
- Recordings
- Awards, grants, competitions, prizes, commissions, jury selections
- Programs, critiques, reviews, other documentation
- Other products that develop and expand the nature of the arts

**SERVICE/OUTREACH.** The School of Music upholds the MSU Faculty Handbook definition of service. Additionally, in the School of Music, service to the profession, service to the university, and service to the community or public are often blended. For example, a faculty member may adjudicate or hold clinics in the public schools for prospective students. This activity may be classified as a professional consultation, recruiting for the university, and as a service to the community. The School of Music uses the following indicators to evaluate service to the profession, the university, and the public.

- [Profession] Contributions to the profession through service to professional organizations (membership, leadership, editor, etc.) with links to each organization's website; professional consulting (master classes, adjudication, etc.)
- [University] Committee service (school, college, university); contributions to university organizations; student recruitment; additional activities related to service at MSU
- [Public] Contributions to the community including activities related to public service or outreach such as public performances, collaborations, partnerships, workshops, presentations, or other activities not included in the candidate's dossier as scholarship that provide visibility for the School of Music, MSU, and the profession.

**INTEGRATION.** The School of Music upholds the MSU Faculty Handbook definition of integration and recognizes a wide range of activities that combine two or all the areas of Teaching, Scholarship, and Service. It is up to the candidate to sort their integration activities into categories (Teaching/Scholarship; Scholarship/Service, etc.) that best define the nature of



their work. The following list is intended to provide examples, but it is not to be considered exhaustive or exclusive considering the wide range of activities that take place in the School of Music.

- presenting concerts anywhere (Teaching/Scholarship), or on campus/locally/regionally (Teaching/Scholarship/Service)
- teaching repertoire to students that the candidate has performed (Teaching/Scholarship)
- teaching computer music and/or music technology techniques and procedures used in the candidate's creative activity/scholarship (Teaching/Scholarship)
- incorporating findings from research into classroom teaching (Teaching/Scholarship)
- teaching research methods and techniques in classes that result in publicly presented research by students (Teaching/Scholarship/Service)
- teaching composition and related methods and techniques in classes that result in publicly performed works by students (Teaching/Scholarship/Service)
- presenting talks about creative work or research to community audiences (Scholarship/Service)

#### **Section 8.04 Quantitative and Qualitative Expectations for Retention Review (Effectiveness)**

##### **TEACHING**

- Quantitative Standards:
  1. Peer assessments of teaching should be positive, and with quantitative scores at 70% or above using MSU/School of Music approved review forms.
  2. Since research shows the existence of bias in student evaluations of teaching (by gender of professor, time of day of class meeting, etc.), no specific quantitative number is appropriate for student evaluations. Student evaluations will be looked at in conjunction with peer evaluations, possible signs of bias, and will be part of the qualitative assessment of teaching success.
- Qualitative Standards for teaching effectiveness vary by mode/type of teaching:
  1. Classroom teaching will be judged effective if:
    - a. instruction encourages students' development of performance, critical thinking, problem solving, and communication skills as well as a professional knowledge base; and
    - b. course content reflects current research, literature, and understanding; is relevant to the School of Music role and scope; and, when applicable, fulfills state accreditation requirements; and
    - c. teaching demonstrates innovation and a variety of instructional strategies are used to foster inquiry and positive interaction in the classroom; and
    - d. there are consistently supportive peer and student course evaluations.
  2. Studio teaching will be judged effective if:
    - a. the performance quality of the studio is strong relative to students' entering skill levels and experience; performance quality is sufficient to serve MSU ensemble needs; and
    - b. there is student progress in the studio as evidenced by juries, recitals, performance seminar, ensemble performance, and peer review; and
    - c. the selection of repertoire provides sufficient musical variety, encourages the development of performance skills, and has musical merit; and
    - d. there are consistently supportive peer and student course evaluations; and

- e. there is evidence of recruitment and retention to ensure a sufficient number of students in the studio to serve ensemble and other School of Music needs.
3. Ensemble teaching will be judged effective if:
  - a. the performance quality of the ensemble is strong relative to the type of group (auditioned, university, or studio); and
  - b. instruction encourages individual student progress as evidenced by ensemble performance; and
  - c. the selection of repertoire provides sufficient musical variety, encourages the development of performance skills, and has musical merit; and
  - d. there are consistently supportive peer and student course evaluations; and
  - e. there is evidence of recruitment and retention to maintain a viable ensemble.

## SCHOLARSHIP

- Quantitative Standards for Effectiveness in Scholarship:
  - Typically, one or more instances during each annual review period, but any quantitative number will be judged according to the qualitative standards listed below. Meeting this minimum number does not guarantee a positive evaluation.
- Qualitative Standards for Effectiveness in Scholarship:
 

The activities and products must demonstrate successful performance and participation, appropriate to years of service. It is up to the faculty member to explain the quality and significance of their scholarly activity. The following attributes, although not an exclusive list, can help to show quality and significance:

  - significance of the performance occasions, publications, presentations, releases, recordings, audiences, acceptances, awards, competitions, commissions, or grants:
    - type of performance (solo, chamber music, orchestral principal, orchestral section, etc.);
    - format (book, chapter, article, review, poster, presentation, drill design, composition, arrangement, software/hardware, etc.);
    - quality of the repertoire performed
      - a record of new preparation
      - performances of artistically important and varied repertoire
      - difficulty of repertoire
      - performance level of ensemble;
    - variety of performance occasions;
    - role and level of responsibility of the performer/conductor/author;
    - the consistency of completed work and submission for publication, presentation, release, and/or performance;
    - geographic scope (e.g. local, regional, national, international);
    - other evidence of impact beyond MSU
    - size and reach of audience;
    - reputation or significance of venue;
    - the acceptance rate and impact of journals, if available;
    - importance of the company releasing the product through documentation of other important releases;
    - prominence of collaborators (performers, composers, engineers, technologists, researchers);
    - others who appear or whose work appears in the venue/concert series/publication/event/label during the same year, recent years, or upcoming years;

- other performers/conductors/composers/researchers and/or groups with whom you share the event/publication;
- other evidence demonstrating successful peer review
- other evidence of quality explicitly presented by the faculty member and reviewed by the committee

#### SERVICE/OUTREACH

- Quantitative Standards for Effectiveness in Service:
  - Typically, one or more activities per annual review period.
- Qualitative Standards for Effectiveness in Service:
  - The degree to which the service supports the school, university, and/or profession.
  - The degree to which the service advances the school, university, profession, and/or community.
  - [Profession] The role of the faculty member in the organization or activity (officer, board member, editor, manager, adjudicator, etc.).
  - [Profession] The scope of the organization (international, national, regional, local).
  - [University] The role of the faculty member in service to the university (committee chair, committee member, student organization mentor, university activity, student recruitment).
  - [University] The scope of the service performed (university, college, school).
  - [Public] The role of the faculty member in activities designed to serve the community.

#### INTEGRATION

- Quantitative Standards
  - The university requires the integration of no less than two areas. The School of Music requires documentation of at least one example of such integration each annual review period.
- Qualitative Standards
  - The degree to which the integration activity advances any of the individual areas (teaching, scholarship, service) involved, taking into consideration the scope of the activity (audience reached) and the success of the activity as measured by peer review, student success, faculty advancement, and/or other measures as appropriate.

#### **Section 8.05 Status of Scholarly Products**

According to the Faculty Handbook, scholarly activities that have been accepted for publication, performance, or presentation must be listed in the faculty candidate's CV. Any activities awaiting completion must be clearly listed as accepted but in progress towards publication/performance/presentation.

Given that there is a short time from arrival on campus to the retention review, the School of Music will consider scholarly activities that are *in progress* if the activities have successfully passed the peer-review process. (see section 8.03).

The candidate must provide documentation showing the activity has successfully passed peer-review (letter of acceptance for performance/publication/etc.) and provide an expected date for the activity to be completed.

Faculty who are hired with the stipulation that they must finish their terminal degree cannot use

the completion, or progress towards completion, of the dissertation, thesis, or final creative project as a scholarly achievement for retention, tenure, and promotion purposes.

## **Article IX. Tenure Review**

### **Section 9.01 Timing of Tenure Review**

Faculty are reviewed for tenure no later than the academic year specified in their Letter of Hire, unless extended under the Extending Tenure Review Period policy.

### **Section 9.02 University Standards for Tenure**

The University standards for the award of tenure are:

- sustained effectiveness in teaching, service, and integration during the review period (see definition in Appendix A), and
- accomplishment in scholarship during the review period (see definition in Appendix A).

### **Section 9.03 Performance Indicators for Tenure Review**

- The performance indicators for teaching, scholarship, service, and integration for tenure are identical to those for retention (see section 8.03).

### **Section 9.04 Quantitative and Qualitative Expectations for Tenure Review**

#### **TEACHING**

- Quantitative standards for Sustained Effectiveness in Teaching:
  - Peer assessments of teaching should be positive, and with quantitative scores at 70% or above using MSU/School of Music approved review forms.
- Qualitative standards for Sustained Effectiveness in Teaching:
  - All criteria for Effectiveness in teaching are met; and
  - Faculty demonstrate a continued pattern of success in the criteria for Effectiveness in teaching, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Sustained Effectiveness in Teaching is evidenced by consistent successful performance over time and across course offerings and different student populations as appropriate to the faculty member's appointment.

#### **SCHOLARSHIP**

- Quantitative Standards for Accomplishment are consistent across all Scholarship areas:
  - Typically, one or more instances during each annual review period since the start of tenure-track service at MSU, but any quantitative number will be judged according to the qualitative standards listed below. Meeting this minimum number does not guarantee a positive evaluation.
- Qualitative Standards for Accomplishment:
  - All criteria for Effectiveness in Scholarship (Retention) are met; and
  - Faculty demonstrate a continued pattern of success in the criteria for scholarship, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Accomplishment in Scholarship is evidenced by sustained and commendable performance reflected in the quantity, quality, and

impact of scholarly activities and products. The activities and products must have impact and significance to the public, peers, or the discipline beyond the university.

#### **SERVICE/OUTREACH**

- Quantitative Standards for Sustained Effectiveness in Service:
  - Typically, one or more activities per annual review period.
- Qualitative Standards for Sustained Effectiveness in Service:
  - All criteria for Effectiveness in Service are met; and
  - Faculty demonstrate a continued pattern of success in the criteria for service, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Sustained Effectiveness in Service is evidenced by consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment.

#### **INTEGRATION**

- Quantitative Standards for Sustained Effectiveness in Integration:
  - The university requires the integration of no less than two areas. The School of Music requires documentation of at least one example of such integration each annual review period.
- Qualitative Standards for Sustained Effectiveness in Integration:
  - Faculty demonstrate a continued pattern of success in the criteria for integration, which can be expressed as the continual meeting or exceeding these expressed expectations, or a progression of success that culminates in a repeated meeting or exceeding of these expectations. Sustained Effectiveness in Integration is evidenced by a sustained impact from integrated activities which advance any of the individual areas (teaching, scholarship, service), taking into consideration the scope of the activity (audience reached) and the success of the activity as measured by peer review, student success, faculty advancement, and/or other measures as appropriate.

### **Article X. Promotion to Rank of Associate Professor**

#### **Section 10.01 University Standards**

The University standards for promotion to the rank of Associate Professor are the standards for the award of tenure. Appointment at the rank of Associate Professor or Professor does not demonstrate, in and of itself, that standards for tenure have been met.

### **Article XI. Promotion to Rank of Professor**

#### **Section 11.01 Timing of Review**

Normally, faculty are reviewed for promotion after the completion of five (5) years of service in the current rank, however, faculty may seek promotion earlier if they can establish that they meet the same standards of Effectiveness and Excellence used in evaluating candidates after five (5) years in rank.

#### **Section 11.02 University Standards for Promotion to the Rank of Professor**

The University standards for promotion to the rank of Professor are:

- sustained effectiveness in teaching, service, and integration during the review period see definition in Appendix A), and

- excellence in scholarship during the review period (see definition in Appendix A)

### **Section 11.03 Performance Indicators for Promotion to the Rank of Professor**

- The performance indicators for teaching, scholarship, service, and integration for promotion to the rank of professor are identical to those listed in section 8.03.

### **Section 11.04 Quantitative and Qualitative Expectations for Promotion to the Rank of Professor**

#### **TEACHING**

- Candidates must demonstrate consistent successful performance to meet the university standard of Sustained Effectiveness in Teaching. The quantitative and qualitative standards for Sustained Effectiveness in Teaching required for promotion to full professor can be found in section 9.04.

#### **SCHOLARSHIP**

- To meet the university Standard of Excellence in Scholarship, the candidate must exceed the criteria for tenure/promotion to associate professor. Using the qualitative and quantitative standards established for tenure, it is up to the candidate to explain why their scholarship meets the required level of Excellence (see sections 8.04 and 9.04). Excellence is defined by the university as “*sustained, commendable, and distinguished performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have a notable impact and significance to the public, peers, or the discipline beyond the university*” (MSU Faculty Handbook). The primary review committee will evaluate the candidate’s narrative, indicators, and the evaluations of external peer reviewers in making the determination if the Standard of Excellence has been met.

#### **SERVICE/OUTREACH**

- The quantitative and qualitative standards for Sustained Effectiveness in Service required for promotion to full professor can be found in section 9.04.

#### **INTEGRATION**

- The quantitative and qualitative standards for Sustained Effectiveness in Integration required for promotion to full professor can be found in section 9.04.

## **Article XII. Procedures for the Update and Revision of the Unit Role and Scope Document**

Any tenured or tenure-track faculty member (including the Director of the School) may propose changes to the School of Music Role and Scope Document. Review committee members and/or administrators outside the School of Music may also identify a need for improvement, clarification, or other revision to the School of Music Role and Scope Document. Faculty within the School of Music may propose changes directly to the chair of the School of Music Promotion and Tenure Committee or to the Director of the School of Music. Review committee members and administrators from the College of Arts and Architecture should make suggestions for changes to the Dean of the College of Arts and Architecture, who will forward such requests to

the Director of the School. Other people outside the CAA submit requests for changes to the Chair of URTPC, who will forward the recommendations to the unit.

The School of Music Promotion and Tenure Committee should address requests for changes during the spring semester. Any changes will be submitted for approval according to the process outlined in Article XIII.

As required by the university, the School of Music will undertake a full review of their document no less than every three years. An approval page should be included in the index of the document, with a note as to whether the changes or minor or major in order to track this requirement.

### **Article XIII. Approval Process**

#### **Section 13.01 Primary Academic and Unit Role and Scope Document**

- a) Tenurable faculty and director of the School of Music;
- b) Retention Tenure and Promotion committee and dean of the College of Arts and Architecture;
- c) University Retention Tenure and Promotion Committee (URTPC);
- d) Provost

#### **Section 13.02 Intermediate Academic Unit Role and Scope Document**

- a) Retention Tenure and Promotion committee and dean of the College of Arts and Architecture;
- b) University Retention Tenure and Promotion Committee (URTPC);
- c) Provost

## Appendix A. Definitions for Candidates' Reference

**Teaching** is the set of activities performed by faculty that fosters student learning, critical and ethical thinking, problem solving, and creativity. It requires the faculty member to have a command of the subject matter, to maintain currency in the discipline, and to create and maintain instructional environments that successfully promote learning. In addition to the instructional responsibilities in the Academic Responsibilities policy, teaching includes incorporation of current pedagogical innovations, incorporation of new technologies and approaches to learning and assessment, course and curriculum design and development; assistance, mentoring, and supervision of student projects, theses, and dissertations; academic and career advising of undergraduate and graduate students; supervision of student teachers, graduate teaching and research assistants, student interns; and any valuable contributions to the university's instructional enterprise (MSU Faculty Handbook).

**Scholarship** is the original intellectual work of faculty that includes:

- The discovery, application, and/or assimilation of new knowledge and the dissemination of that knowledge. This work includes conducting research projects; securing and administering grants and contracts; writing/editing books, articles, and other research-based materials representing one's original or collaborative research; developing new clinical practice models; presentations at scholarly conferences.
- The generation of new knowledge in pedagogy and the dissemination and putting into practice of that knowledge. This work includes creation, development, implementation, study, and publishing of pedagogical innovations (including textbooks, peer reviewed articles and publications); documented studies of curricular and pedagogical issues; and pedagogically oriented research; innovation in community engagement.
- The generation of new creative products and experiences through composition, design, production, direction, performance, exhibition, synthesis, or discovery and the presentation of that experience. This work includes creating and presenting new works of art, film, theater, music, and architecture; public performance and exhibiting creative works.
- The creation of partnerships, programs, and plans through Extension, or other community-based research, that leverage the knowledge and resources of the university and the public/private sector to enhance learning, discovery, and engagement; educate and engage citizens; strengthen communities; address locally identified issues and problems; apply and disseminate knowledge; and contribute to the public good (MSU Faculty Handbook).

**Service** is the contribution of faculty knowledge and expertise to assist and engage individuals and/or organizations to meet goals and solve problems. Service activities generally fall into three categories: professional service, which includes contributions to, or holding office in, a professional society, serving on an editorial board, and reviewing manuscripts for professional journals; public service, which entails providing the faculty member's professional expertise to, collaboration and engagement with, local, state, national, and global communities; and university service, which includes service to faculty governance, serving on university committees, advising student groups, and participation in other activities that contribute to the institution and its programs (MSU Faculty Handbook).

**Integration** is the creation of synergistic relationships among the teaching, scholarship, and service contributions of faculty, such as bringing new discoveries into the classroom, fostering student learning in the lab, field, and studio, engaging the wider community with scholarly products or innovations in teaching, or the fostering engagement to address community needs (MSU Faculty Handbook).



**Effectiveness** is successful performance, appropriate to years of service.

- Sustained effectiveness in teaching is consistent successful performance over time and across course offerings and different student populations as appropriate to the faculty member's appointment.
- Sustained effectiveness in service is consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment.
- Sustained effectiveness in integration is consistent successful performance over time and across a range of duties appropriate to the faculty member's appointment (MSU Faculty Handbook).

**Accomplishment** is sustained and commendable performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have impact and significance to the public, peers, or the discipline beyond the university (MSU Faculty Handbook).

**Excellence** is sustained, commendable, and distinguished performance reflected in the quantity, quality, and impact of scholarly activities and products. These activities and products include peer reviewed publications, formal peer-reviewed presentations, or comparable peer-evaluated works appropriate to the discipline. The activities and products must have a notable impact and significance to the public, peers, or the discipline beyond the university (MSU Faculty Handbook).

**External Review** is the critical evaluation of a faculty member's scholarly products and activities by respected authorities in their field who are not affiliated with the university (MSU Faculty Handbook).

**Indicators** are the categories of scholarly products and activities used to evaluate performance of the faculty undergoing review. Peer reviewed articles, juried exhibitions, published monographs, teaching evaluations, peer review of teaching and teaching awards are examples of indicators (MSU Faculty Handbook).

**Terminal degrees** in music are typically these doctoral degrees: the D.M.A., Ph.D., D.M., and D.A. A candidate may be hired with equivalent professional experience, typically, a Master of Music or Master of Arts degree along with professional experience. The letter of hire should stipulate that such equivalent experience has been achieved before the time of hire.