

POLICY ON RETENTION, TENURE AND PROMOTION

Approved by Faculty 8/27/97

Approved by Dean 9/13/97

Department of Music California State University Long Beach

I. Preamble

The purpose of this document is to define Department standards for the successful retention, tenure and promotion (RTP) of its faculty. The standards described herein, while specific to the discipline of music, are intended to support and augment the University *and College-wide* document outlining the retention, tenure and promotion process.

The mission of the Department of Music is to provide an environment which supports faculty in teaching, creative performances, composition, scholarship, pedagogy, and professional service. It is the goal of the Department of Music to support and enhance faculty efforts in: (1) the preparation of students for successful competition and advanced study in the professional field of music; (2) the enrichment and perpetuation of musical scholarship and its practical application in performance; (3) the preparation of composers knowledgeable in current developments in music and music technology; (4) the preparation of music educators knowledgeable in arts advocacy and current educational reform; (5) the education of general students to enrich, enlighten, and encourage their development of musical expression and appreciation; and (6) the provision of concerts, seminars, workshops and other creative musical events of the highest quality for the University and the greater Long Beach community.

II. Responsibilities

The Department recognizes various levels of responsibility within and throughout the RTP process.

A. The candidate is responsible for the collection and timely presentation of appropriate evidence of teaching, scholarly and creative activities, and professional service relative to established criteria and standards of the Department, College of the Arts, and the University. Candidates are strongly encouraged to seek the advice of the Department Chair and faculty regarding the RTP process and the application of criteria and standards.

1. The Candidate's RTP file should include the following:

- a. The Professional Data Sheet (PDS). This document must clearly delineate materials chronologically since the last evaluation/review for either retention, tenure or promotion. The PDS must show the years when all degrees were granted, the year of appointment to a tenure-track position at SCULB, and effective dates of any promotion.
- b. Each of the three areas of professional review (Instruction and Instructionally Related Activities, Scholarly and Creative Activities, and Professional Service) must include a narrative describing the Candidate's achievements and the relevance to the review process. The Candidate is responsible in the narrative to guide the RTP committee at all levels of review in understanding the significance of all achievements.
- c. Copies of course syllabi for all courses taught. Syllabi should include goals/objectives for the class, the semester schedule, assignments, and grading policies consistent with university practice. *A sampling of* tests and other methods of assessment including evaluation criteria, as well as other course materials listed in the PDS should also be included.
- d. Summary of student evaluations of all courses taught since the last review, or first semester of teaching in the case of probationary faculty.

- e. Distributions of student *scores* for the Candidate's department, and the College for the period subject to review. Grade distributions for the Candidate, Department, and College for the period subject to review.
 - e. In tenure cases, all evaluations, recommendations, and decisions from all levels of review for all periodic evaluations and performance reviews as well as any minority reports or rebuttals. The Candidate may include a narrative explaining how weakness/deficiencies noted in prior evaluations/reviews have been addressed.
 - f. In tenure cases, all evaluations, recommendations, and decisions from all levels of review for all periodic evaluations and performances reviews as well as any minority reports or rebuttals. The Candidate may include a narrative explaining how weakness/deficiencies noted prior evaluations/reviews have been addresses.
 - g. In promotion cases, all evaluations, recommendations, and decisions from all levels of review for all periodic evaluations and performance reviews, as wall as any minority reports or rebuttals, in the period of evaluation. The Candidate may include a narrative explaining how weakness/deficiencies noted in prior evaluations/reviews have been addressed.
 - h. Videotapes, programs, computer programs, catalogues, books articles, scores, recordings and all appropriate documentation of creative activities, and copies of all publications listed in the PDS, clearly indicating those which are professional or peer-reviewed and the nature of the review (invited, referred, juried, commissioned).
 - i. Appropriate documentation of all creative activities in progress and copies of all working papers, manuscripts, scores, arrangements, and any other unpublished works in progress or those which have not been professionally disseminated but are listed in the PDS.
 - j. Copies of any other evidence that the Candidate deems appropriate and wishes to be considered for evaluation.
- B. The Department must articulate and make available to the Candidate in writing, its mission relative to faculty expectations and application of evaluation criteria and standards. The Department is responsible for maintaining the open file as specified in the Memorandum of Understanding, and for forwarding its contents to the Department committee, as well as a copy of its contents to the Candidate.
1. The Department Chair shall be the primary source of information regarding procedures and deadlines. The chair must also provide guidance to the Candidate over time as to whether his/her performance is consistent with department expectations. The Chair must initiate collegial discussions with the Candidate regarding overall career development and provide professional mentoring as appropriate. Chairs must communicate Department, College, and University policies to the Candidate and have the option of writing an independent evaluation of the RTP Candidate under the provisions of the Collective Bargaining Agreement.
 2. It is the responsibility of the Department faculty to advise and support candidates in their efforts to develop as teachers, *artists/musicians*, schools, and members of the University community.
 3. The department RTP committee shall normally consist of three (and shall not exceed five) full-time, tenure faculty members of rank higher that the Candidate, duly elected by *tenured and probationary* Music Department faculty. This committee has the primary responsibility for evaluating the work of the Candidate in all areas and making an initial recommendation to the College and University regarding retention, tenure, and promotion. The Department committee is the primary means by which the criteria and standards for the Department of Music are communicated to other levels of review outside the Department. The Department committee shall be responsible for peer evaluation of classroom teaching, *For the purpose of retention, tenure, or promotion, each Candidate shall have a minimum of two classroom visits each from at least two members of the Department RTP committee.* Visits will be scheduled in consultation with the Candidate.

- C. *Consistent with the Collective Bargaining Agreement, the candidate shall have 7 days for the right or response/rebuttal to the evaluations/recommendations at all levels of review.*

III. Criteria and Evaluation

- A. Criteria for evaluation of the three areas of professional review (Instruction and Instructionally Related Activities, Scholarly and Creative Activities, and Professional Service) are divided into two categories: Essential Criteria and Enhancing Criteria. Essential Criteria describe the minimum standards (nature and level of performance) required of all faculty in the Department of Music. Enhancing Criteria establish standards by which music faculty, following diverse career paths, are evaluated beyond Essential Criteria.
1. Instruction and Instructionally related Activities. This category includes teaching in the classroom setting, *rehearsals, concerts, and private instruction*, supervision of student research and/or fieldwork, the development of curricula, and related activities involving students.
 - a. Essential Criteria: Teaching effectiveness will be evaluated by peer review in four areas:
 - (1) Pedagogy, Method and Course Preparation; (2) Student Response to Instruction; (3) Ongoing Professional Development as a Teacher; and (4) Ongoing Professional Development in the Discipline.
 - (1) Pedagogy, Method, and Course Preparation shall be assessed by the Candidate's ability to convey information to the students regarding goals/objectives of the course. Course syllabi must be organized, complete, and include requisite information per Department, College, and University guidelines. Course preparation should demonstrate the implementation of current resources/materials and technology where appropriate. Examinations should reflect an accurate assessment of coursework. All course requirements must be included as well as graded policies, semester schedule, and assignments.
 - (2) Student Response to Instruction. Student evaluation scores should approximate those of the Department means and be compared with similar courses when possible (large class, private instruction, lower division, upper division, general education, required and non-required). The Department committee shall assess the significance of scores on student evaluations in terms of improving/maintaining student learning, the extent of the teaching assignment (new preparations, number of sections, total number of students enrolled in each section), class characteristics by the Candidate to improve teaching effectiveness, and the Candidate's cumulative teaching experience.
 - (3) Ongoing Professional Development as a Teacher. The Candidate must show, in a narrative, evidence of thoughtful, deliberate efforts to improve and maintain student learning, including a pattern of successful teaching. Peer and self-assessment of mode and method of teaching may also serve as evidence.
 - (4) Ongoing Professional Development in the Discipline. The Candidate must show in a narrative, evidence of the incorporation of scholarly and/or creative activities into the classroom and/or course materials, interaction with colleagues within the professional fields of music, and other related activities.
 - b. Enhancing Criteria. The Candidate should demonstrate teaching effectiveness beyond the Essential Criteria. The following are representational but not all inclusive: (1) consistent, exemplary performance *since the last review in all areas considered essential criteria*; (2) innovative approaches to teaching or exemplary methods of fostering student learning in the classroom setting; (3) activities outside the classroom such and academic advising, recruitment tours, field trips, student mentoring, thesis supervision, advisor to student organizations; and (4) development of new curricula, instructional programs/materials, electronic media and software, new advising materials or programs.

2. Scholarly and Creative Activity. The Department of Music recognizes that continuous growth in the area of scholarly and creative activity is essential to the teaching effectiveness of all faculty members and to their own professional status and reputation in and beyond the University. Scholarly and creative activity represents efforts and tangible achievements whereby the faculty members establishes professional status through contributions to his/her discipline.

The Department of Music RTP Committee shall evaluate the candidates scholarly and creative activity during the period subject to RPT review. The committee shall evaluate the significance of each achievement as a contribution to the discipline and shall in each case describe the methods used to evaluate the achievement. In addition to the candidate's narrative essay, copies of all relevant materials are to be included in the candidate's RTP file.

Scholarly and creative activities are divided into two distinct, yet related, categories: (1) essential criteria and (2) enhancing criteria.

- a. Essential Criteria: Faculty are expected to develop and sustain an ongoing program of scholarly and creative activity must result in some product or event which can be documented and judged by their departmental peers, and should at least, bring the Candidate regional visibility within the greater Los Angeles area. These activities will be evaluated based on the quality of the achievement and the level of professional recognition it brings the Candidate.
- b. Enhancing criteria: Faculty may enhance their scholarly and creative record with a substantial record of achievements which are subjected to outside professional peer review (commissioned, refereed, review, or invited). Achievements in this category would normally bring the candidate broad visibility (statewide, national, or international) through their dissemination. These activities will be evaluated based on the quality of the achievement and the level of professional recognition it brings the candidate.
- c. The following are examples of essential and enhancing criteria. In general, performance faculty are expected to focus their achievements towards creative/performance activities and academic faculty toward more scholarly or research-oriented activities; however, all faculty will be evaluated on the quality of their various achievements. Faculty narratives should clearly state the Candidate's primary focus and areas of scholarly and creative interest and describe an ongoing plan to achieve these. Examples of Essential Criteria for the Department of Music include but are not limited to: (1) unpublished papers and lectures delivered to professional or educational associations; (2) reports to professional newsletters; (3) workshops, presentations and adjudication for local organizations; (4) university-sponsored performances beyond class duties; (5) local performances not subjected to outside peer review or evaluation; (6) cooperative or individual research/scholarly activities that receive University recognition; and (7) election or appointment to positions or consultancies in local professional organizations. Examples of Enhancing Criteria for the Department of Music include but are not limited to: (1) published articles, books, instructional materials, software, multi-media, compositions, arrangements, recordings and other achievements which are subjected to external peer review; (2) performances and presentation (conducted, performed, composed) which are subjected to external peer review; (3) invited performance or adjudication opportunities that bring wide visibility to the Candidate (outside of Southern California); (4) fellowships, grants, awards, and honors as external recognition of achievements; and (5) election or appointment to positions or consultancies in professional organizations with broad visibility outside Southern California.

3. Professional Service. Professional Services may be contributed to the university, the community, and the discipline, but it must directly involve the academic expertise of the faculty member.
 - a. Essential Criteria. All faculty are expected to participate actively in the collegial processes of faculty

governance, as well as in appropriate professional organizations and/or activities.

- b. Enhancing Criteria. Faculty may enhance their services achievements with active involvement or committees at all levels of the University and the University system, with emphasis upon the departmental and school levels for assistant and associate professor. Whatever the level of service within the University, the quality of that service is the primary consideration. Authorship of documents, reports, and other materials pertinent to the University, College or departmental missions or procedures may comprise a service contribution. Sponsoring student group and participating in educational equity programs are also service contributions.

In addition to campus governance activities, the Department of Music places a high priority on its mission to provide concerts, seminars, workshops, and other creative/musical events of the highest quality for the greater Long Beach community. Faculty members may also participate in community service to professional organizations and in professionally-related activities (e.g. local, state, national, and/or international levels) through such discipline-oriented activities as committees, workshops, speeches, media interview, articles, and/or editorials, performances, and/or displays. Service to the community may also include consultantships to public schools, local government, and community service organizations. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the Candidate's department or program. Meaningful service must be clearly related to the academic expertise of the Candidate. The department must make clear to the Candidate what types of service, whether paid or unpaid, are consistent with the mission of the Department and its instructional program.

B. Evaluation

1. General Principles

- a. The quality of faculty performance is the most important element to consider in evaluating individual achievement. Both essential and enhancing criteria are evaluated in the context of the mission of the Department and the College, and of the professional interest of the individual faculty member.
- b. In order to present their achievements in the most coherent intellectual and professional context, the Candidate must present a written narrative describing their work in each of the categories to be evaluated. The narrative intended to serve as a guide to reviewers in understanding the Candidate's professional goals and values as they relate to essential and enhancing criteria and the mission of the Department, College and University. All supporting materials should be referenced and clearly explained.
- c. The University realizes that faculty develop skills and competencies over their careers. In each of the three areas of review, Candidate's are urged to identify, within the materials submitted, examples which they believe represent their best efforts and to explain why these may be regarded as significant contributions.
- d. In evaluating the performance of faculty, the University recognizes that each faculty member has different strengths so that successful candidates for retention, tenure, and promotion need not have achievements which are necessarily alike. Candidates who fulfill the requirements for advancement may enhance their achievements in very different areas depending upon their professional interest. Reviewers should be aware of these variations and understand how they benefit the University as a whole.

Computers and network technology provide alternative modes of professional activity and new media for dissemination. Such contributions must be evaluated even though the methods for evaluation are still evolving. The following guidelines are suggested: (1) appropriate methods of evaluation must be identified on a case by case basis;

(2) external evaluators, used in compliance with university policy, may prove to be particularly effective for these assessments; (3) technology-related work may be considered to be either essential or enhancing, depending on its relation to the criteria in Section A; (4) the training effort involved in technology-related professional activity needs to be **evaluated appropriately**; and (5) categorized of such work as research or instructionally related activity may need to be done on an individualized basis.

The Candidate bears the primary responsibility for explaining the significance of activities that employ new technology. When possible and appropriate, the Candidate should identify potential methods of evaluation. Faculty involved in technology-related work should consult frequently with mentors and other colleagues, concerning the significance and direction of the work. Such discussions should be specific, involving issues of training time, media dissemination, potential methods of evaluation, and the boundaries between research and instructionally related activities.

2. Instruction and Instructionally Related Activities

- a. The focus in evaluation of teaching should be upon overall teaching performance of the Candidate over time rather than his/her performance in a few classes or over a brief period.
- b. Instructional activities that involve supervision of students, such as thesis or field work, should be appropriately evaluated as part of the teaching assignment.
- c. If formal, scheduled student advising is part of the Candidate's assigned workload, such advising shall be considered as part of teaching, and the file should include appropriate documentation, including the extent, nature, and quality of such advising.

4. Scholarly and Creative Activities

- a. In the evaluation of scholarly and creative activities, **the Department Chair** should make clear to Candidate, from the outset, what constitutes appropriate accomplishments in this area. Definitions of appropriate scholarly and creative activity may vary somewhat among departments and colleges, but should reflect on the mission of the University.
- b. Consistent with the emphasis on professional growth and development that underlines the evaluation process, the Candidate's documentation of scholarly and creative activities and the evaluation review of that documentation should focus on the concept of progressive professional development. The consideration should be the central organizing element of the Candidate's narrative.
- c. In addition to the Candidate's narrative essay, the documentation of scholarly and creative Activities should include all works produced during the period of evaluation.
- d. In the evaluation of performances, publications, manuscripts, compositions, recordings, arrangements, presentations, and other scholarly the creative work, quality is the primary criterion.
- e. Joint authorship or participation in scholarly and creative activities is normally valuable and creditable, but is often difficult to evaluate. Candidates shall identify the specific extent of their participation in jointly authored activities.
- f. Consistent with the objectives of obtaining the best and most thorough evaluation possible of the Candidate's scholarly and creative achievements, external evaluations of the Candidate's scholarly and creative achievements, external evaluations of the Candidate's contributions to his or her academic field should certainly be considered.

(1) Unsolicited evaluations in the form of published reviews of the Candidate's work (or

unpublished, unsolicited evaluations if they are included in the file) may be considered. It is also appropriate to consider the quality of the journal or other context within which the work is published or otherwise disseminated to the scholarly and creative community, as well as citations of the candidate's work in other publications.

- (2) The solicitation of external evaluations of a Candidate's contributions is encouraged, particularly in circumstances such as small departments and/or interdisciplinary programs) (need to have this address department specifically therefore the Dean suggests eliminating this statement) where there may be a few peers who are well enough qualified to evaluate the Candidate's scholarly and creative achievements.

5. Professional Service

- a. The emphasis in the evaluation of professional service shall be on: (1) the quality and significance of the activity as measured by the degree to which the activity contributes to the mission of the University; and (2) the extent and level of the Candidate's involvement.
- b. Assessment of the services to both the University and the community shall be based on the information described in the narrative, as well as on supporting evidence which may include, but shall be limited to, letters of invitation, memoranda acknowledging the quality of the contribution, printed programs, and other appropriate documentation.

IV. Amendments

A. Method of Proposal

Amendments to this document may be proposed by submitting same to the chair of the Music Department with the signature of three full-time, tenure-track, faculty members of the department.

B. Notification of Amendment Proposal

Written notification to all full-time, tenure-track faculty members of the Music Department must be made at least 10 days prior to submitting the amendments to the faculty for a vote.

C. Voting

A vote by secret ballot with a two-thirds majority of tenure-track faculty is required to amend this document.

D. Approval of the Dean

Amendments approved by the faculty are then submitted to the Dean of the College of the Arts for approval.