

## **REAPPOINTMENT, TENURE AND PROMOTION**

### **Bob Cole Conservatory of Music**

#### **College of the Arts**

#### **California State University Long Beach**

### **I. Preamble**

The purpose of this policy is to define Department standards for the successful reappointment, 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 policy outlining the reappointment, tenure and promotion process.

The Bob Cole Conservatory of Music provides an environment that supports faculty in teaching, performances, composition, scholarship, pedagogy, and service. It is the goal of the Bob Cole Conservatory 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 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 current educational methods and arts advocacy; (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**

- A. The candidate is responsible for the collection and timely presentation of appropriate evidence of teaching, research, scholarly and creative activities, and 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 regarding the RTP process and the application of criteria and standards. The candidate's RTP file shall include the following:
  1. The Professional Data Sheet (PDS)
    - a. The PDS must show the years when all degrees were granted, the year of appointment to a tenure-track position at CSULB, and the effective dates of any promotion.
    - b. The PDS must list activities chronologically in each of the three areas of professional review (Instruction and Instructionally Related Activities, Research, Scholarly and Creative Activities, and Service Activities).
    - c. For the periodic reviews prior to the initial reappointment review, the PDS must clearly delineate activities undertaken since the appointment, including years of service credit, if appropriate.
    - d. For subsequent reviews, the PDS must clearly delineate activities for the period of review.

2. Narrative
    - a. The file shall include a narrative describing the Candidate's achievements and their relevance to the review process in Instruction and Instructionally Related Activities, Research, Scholarly and Creative Activities, and Service Activities.
    - b. The narrative shall focus on those activities since the last review or first semester of teaching in the case of probationary faculty.
    - c. The Candidate is responsible in the narrative to guide the RTP committee at all levels of review in understanding the significance of all achievements.
    - d. The narrative shall include a statement of the candidate's philosophy and goals for teaching, scholarly and creative activities, and service. (The candidate should read through section IV carefully as it pertains to the narrative.)
    - e. The Candidate shall address how weakness and deficiencies noted in prior reviews have been addressed.
  3. Class materials
    - a. Copies of course syllabuses for all courses taught. Syllabuses shall include goals/objectives for the class, the semester schedule, assignments, and grading policies consistent with the current academic senate policy.
    - b. A sampling of tests and other methods of assessment including evaluation criteria, as well as other course materials listed in the PDS, shall also be included.
  4. Summary of student evaluations of all courses evaluated since the last review or first semester of teaching in the case of probationary faculty.
  5. In reappointment, tenure, and promotion cases, the file submitted by the candidate shall include all prior reviews as well as any minority reports or rebuttals.
  6. Appropriate documentation of creative activities and copies of all publications listed in the PDS, clearly indicating those that are professional or peer-reviewed and the nature of the review (invited, referred, juried, commissioned); these may include DVDs, recordings, programs, computer programs, catalogues, books, articles, and scores.
  7. Appropriate documentation of all creative activities in progress, including working papers, manuscripts, scores, arrangements, and any other unpublished works in progress or that have not been professionally disseminated but are listed in the PDS.
  8. Copies of any other evidence that the Candidate deems appropriate and wishes to be considered for evaluation.
- B. The Department is responsible for maintaining the open period file as specified in the CBA and for forwarding its contents to the Department RTP committee, as well as a copy of its contents to the Candidate.
1. The Department Chair shall be a source of information regarding procedures and deadlines. The Chair also provides guidance over time as to whether the candidate's performance is consistent with department expectations. Unless serving as a member of the Department RTP Committee, the Chair has the option of writing an independent evaluation of the RTP Candidate.

2. All Department tenured and probationary faculty members are encouraged to provide support and mentoring to candidates in their efforts to develop as teachers, artists/musicians, and members of the University community.
3. Department RTP committee
  - a. The committee will consist of three or five tenured faculty members duly elected by tenured and probationary Music Department faculty. Members of the committee must be of an appropriate rank.
  - b. This committee has the primary responsibility for evaluating the work of the candidate in all areas and for making an initial recommendation to the College and University regarding reappointment, tenure, and promotion.
  - c. The Department RTP committee is responsible for peer evaluation of classroom teaching. For the purpose of reappointment, tenure, or promotion, each Candidate shall have a minimum of two classroom visits from at least two members of the Department RTP committee. Visits must be scheduled in consultation with the Candidate. Observations from the committee members will be written and placed in the candidate's file or incorporated into the Committee's written evaluation.
- C. Consistent with university policy, the candidate shall have the right to respond/rebut within ten calendar days at all levels of review.

### III. The RTP Review Process

#### A. Periodic evaluation

1. Periodic evaluations are administered in each year that the candidate is not being reviewed for reappointment, tenure, or promotion.
2. Periodic evaluations will provide feedback on the candidate's progress towards tenure in all three areas of review.

#### B. Reappointment evaluation

1. The candidate must have completed at least one periodic evaluation prior to the initial reappointment evaluation.
2. The candidate must show significant progress towards tenure. Evidence of quality in all three areas of review must be demonstrated.

#### C. Tenure evaluation

1. The tenure evaluation normally occurs during the sixth year. Early tenure may be requested, as described in IIIF.
2. The candidate must meet university, college, and department standards in all three areas of review.
3. The candidate must demonstrate superior performance in at least one area of review.
4. The candidate must sustain a record of quality and growth over multiple years.

#### D. Promotion to Associate Professor

1. Tenure and promotion to Associate Professor are normally awarded together. Early promotion may be requested, as described in IIIG.
2. The candidate must meet university, college, and department standards in all three areas of review.
3. For promotion, the candidate must demonstrate superior performance specifically in the area of instruction and instructionally related activities.

#### E. Promotion to Professor

1. The candidate must meet university, college, and department standards in all three areas of review.
2. The candidate must demonstrate superior performance specifically in the area of instruction and instructionally related activities and in one additional area.
3. Early promotion may be requested, as described in IIIG.

#### F. Early Tenure

1. Early tenure is to be granted only in exceptional cases.
2. The candidate must demonstrate a record of distinction in all three areas.
3. Superior accomplishments must be significantly beyond what is expected for tenure on the standard six-year timeline.
4. The candidate's record should provide strong evidence that the pattern of strong overall performance will continue.
5. Candidates for early tenure are encouraged to participate in the external evaluation process according to the current Academic Senate policy.

#### G. Early Promotion to Associate Professor or Professor

1. The candidate must demonstrate a record of distinction in all three areas that clearly exceeds in substantial ways the requirements established in the department and college policies.
2. A candidate may receive early promotion to associate professor without early tenure.
3. Candidates for early promotion are encouraged to participate in the external evaluation process according to the current Academic Senate policy.

### IV. Evaluation

#### A. General Principles

1. The quality of faculty performance is the most important element to consider in evaluating individual achievement. All activities are evaluated in the context of the mission of the Department and the College, and of the professional interest of the individual faculty member.
2. In order to present achievements in the most coherent intellectual and professional context, Candidates must present a written narrative describing their work in each of the categories to be evaluated. The narrative shall serve as a guide to reviewers in understanding the Candidate's professional goals and values as they relate to the mission of the Department, College and University. All supporting materials should be referenced and clearly explained.
3. The Cole Conservatory realizes that faculty members develop skills and competencies throughout their careers. In each of the three areas of review, Candidates are urged to identify, within the materials submitted, examples that they believe represent their best efforts and to explain why these may be regarded as significant contributions.
4. In evaluating performance, the Cole Conservatory recognizes that each faculty member has different strengths so that successful candidates for reappointment, tenure, and promotion need not have achievements that are necessarily alike. Candidates who fulfill the requirements for advancement may have achievements in 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 shall be considered as alternative modes of professional activity and new media for dissemination. Such contributions must be evaluated even though the methods for evaluation are still evolving.

#### B. Instruction and Instructionally Related Activities

1. The focus in evaluating teaching will be upon overall teaching performance of the candidate over time rather than the performance in a few classes or over a brief period.
2. Instructional activities that involve supervision of students, such as thesis or fieldwork, will be evaluated as part of the teaching assignment.
3. 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 shall include appropriate documentation, including the extent, nature, and quality of such advising.

#### C. Research, Scholarly and Creative Activities

1. The Department Chair may assist the candidate by clarifying expectations of Research, Scholarly and Creative Activities as defined in the University, College and Department policy. Definitions of appropriate scholarly and creative activity may vary somewhat among areas in the department.
2. Consistent with the emphasis on professional growth and development that underlines the evaluation process, the candidate's documentation of research, scholarly and creative activities and the evaluation review of that documentation shall focus on the concept of progressive professional development. This consideration shall be the central organizing element of the candidate's narrative.
3. In addition to the candidate's narrative essay, the documentation of research, scholarly and creative activities shall include all works produced during the period of review.
4. In the evaluation of performances, publications, manuscripts, compositions, recordings, arrangements, presentations, and other scholarly and creative work, quality, as assessed by peer review, is the primary criterion.
5. 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.
6. Consistent with the objectives of obtaining the best and most thorough evaluation possible, external evaluations of scholarly and creative achievements and contributions to the Candidate's academic field will be considered.
7. Published reviews of the Candidate's work (or unpublished, unsolicited evaluations if they are included in the file) will be considered. The level and nature of peer review will be considered as part of the evaluative process. It is the candidate's responsibility to justify the quality of the journal.

#### D. Service

1. The emphasis in the evaluation of service will be on:
  - a. The quality and significance of the activity as measured by the degree to

which the activity contributes to the mission of the University.

- b. The extent and level of the candidate's involvement.
2. Assessment of the services to both the University and the community will 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.

#### V. Department Criteria

A. 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.

##### 1. Reappointment

- a. The candidate must demonstrate effective teaching that is responsive to the learning needs of CSULB's diverse students and to the university's educational mission.
- b. Course syllabuses, assessments, and grading practices must conform to current Academic Senate and departmental policies.
- c. Student evaluations and faculty observations serve as indicators that the candidate is capable of excellence in teaching.
- d. The candidate must demonstrate growth as a teacher.

##### 2. Tenure and Promotion: Department Standards

- a. Course syllabuses, assessments, and grading practices must conform to university and departmental standards and policies.
- b. Student evaluations and faculty observations must indicate that the candidate has achieved excellence in teaching; student evaluations must be equivalent or superior to department and college norms.
- c. The candidate must demonstrate continued growth as a teacher and in a scholarly or creative discipline that is incorporated into the classroom.
- d. Additional evidence of teaching excellence includes: innovative approaches to teaching or exemplary methods of fostering student learning in the classroom setting; the incorporation of the candidate's research or creative activities into the classroom; activities outside the classroom such as academic advising, recruitment tours, field trips, student mentoring, thesis supervision, advisor to student organizations; and development of new curricula, instructional programs/materials, electronic media and software, new advising materials or programs.

##### 3. Tenure and Promotion: Superior Performance

- a. The candidate must meet the criteria as described in the Department Standards (V.A.2).
- b. Student evaluations must be consistently above department and college norms.

- c. The candidate must show substantial accomplishments in multiple activities described in V.A.2.d.
- B. Research, Scholarly and Creative Activity (RSCA). The Bob Cole Conservatory 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 establish professional status through contributions to their discipline.
- 1. Reappointment
    - a. For the initial reappointment, the candidate must demonstrate ongoing progress in RSCA.
    - b. For subsequent reappointments, the candidate is expected to produce scholarly and creative activities that can be documented and judged by departmental peers and should, at least, bring the candidate visibility within the local area. These activities will be evaluated based on the quality of the achievement and the level of professional recognition it brings the candidate.
    - c. Evidence of RSCA achievements can take the form of any of the activities described below in V.B.2.b.
    - d. Other examples of RSCA that demonstrate progress toward tenure may include:
      - 1) Lectures and unpublished papers delivered to professional or educational associations.
      - 2) Articles and book chapters in pre-publication or submission.
      - 3) Reports to professional newsletters.
      - 4) Individual or group presentations for professional organizations at local, national, or international levels. The candidate should note that, while attendance of conferences, workshops, or annual meetings of professional organizations is encouraged, this is considered to be "professional development" and hence is evaluated as an Instructionally Related Activity (see V.A.1.d).
      - 5) Workshops, presentations and adjudication for professional organizations can be considered with substantial justification in the candidate's narrative. Normally, these activities are considered under Service
      - 6) University-sponsored performances beyond class duties.
      - 7) Local performances not subject to outside peer review or evaluation might be considered based on the candidate's justification in the narrative.
2. Tenure and Promotion: Department Standards
- a. In general, faculty members are expected to focus their achievements towards activities in alignment with their areas of expertise. All candidates will be evaluated on the quality of their various achievements.
  - b. Examples of RSCA that are expected of tenured faculty members are:
    - 1) Published articles, books, instructional materials, software, multi-media, compositions, arrangements, recordings and other achievements that are subjected to external peer review
    - 2) Performances and presentations (conducted, performed, composed) that

are subjected to external peer review

3) Invited performance or adjudication opportunities that bring wide visibility to the Candidate

4) Fellowships, grants, awards, and honors as external recognition of achievements

c. The candidate's RSCA achievements must show consistent growth.

3. Tenure and Promotion: Superior Performance

a. The candidate must have achieved a level of recognition through one of the activities described in above that has gained wide spread documented recognition in the discipline.

b. The candidate must give evidence that this high level of achievement will be sustained.

C. Service

1. Reappointment

a. The candidate is expected to make service contributions primarily at the departmental or program level.

b. The candidate must attend departmental faculty meetings regularly and become involved with other department committees.

c. The candidate is expected to become involved with appropriate professional organizations and activities.

d. The candidate is encouraged to establish a presence within the local community, as appropriate to the candidate's discipline.

2. Tenure and Promotion: Department Standards

a. The candidate shall be involved with activities and committees at all levels of the University and the University system, with emphasis upon the department and college levels. Whatever the level of service within the University, the quality of that service is the primary consideration.

b. Sponsoring student groups and participating in educational equity programs are viewed as service contributions.

c. The Cole Conservatory 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.

d. Faculty members shall participate in community service and in professionally related activities (local, state, national, and/or international levels) through such discipline-oriented activities as committees, workshops, speeches, media interview, articles, and editorials, performances, and/or displays. Service to the community may also include consultancies to public schools, local government, and community service organizations.

e. Election or appointment to positions or consultancies in local, state, national, and/or international professional organizations.

e. 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.

f. Meaningful service must be clearly related to the academic expertise of the Candidate.

### 3. Tenure and Promotion: Superior Performance

- a. The candidate shall take leadership roles in department, college, and university service.
- b. Authorship of documents, reports, and other materials of significant importance to the University, College or departmental missions may be viewed as evidence of Superior Performance.
- c. Professional and community service that receives national recognition may be viewed as evidence of Superior Performance.
- d. Election or appointment to positions or consultancies in professional organizations with broad visibility outside Southern California.
- e. Meaningful service must be clearly related to the academic expertise of the Candidate.

### VI. Amendments

- A. Amendments to this document may be proposed by submitting same to the Chair of the Cole Conservatory with the signature of three tenured or probationary faculty members of the department.
- B. Written notification to all tenured and probationary faculty members of the Cole Conservatory must be made at least ten days prior to submitting the amendments to the faculty for a vote.
- C. A vote by secret ballot with a majority of tenured and probationary faculty is required to amend this document.
- D. Amendments must be approved by the tenured and probationary faculty, the Faculty Council, the Dean, and the Provost.