Approved by Department of Music, July 3, 2024
Approved by Office of the Provost, July 3, 2024

COLLEGE OF FINE ARTS & COMMUNICATION
LAMAR UNIVERSITY
Mary Morgan Moore Department of Music

Guidelines for Tenure & Promotion

In adherence to Lamar University's Academic Affairs policies on tenure and promotion, the Mary Morgan Moore Department of Music outlines discipline specific standards, criteria, and processes within this document. The departmental guidelines for tenure and promotion identifies expectations in the Mary Morgan Moore Department of Music for the areas of *teaching and instructional activities*; *research, publication, scholarship, and/or creative activities*; and *professional service to the discipline, university, and/or community*. Faculty members are required to excel in these areas while maintaining professionalism and supporting the missions of the Mary Morgan Moore Department of Music, the College of Fine Arts & Communication, and Lamar University.

Departmental Mission Statement

The Mary Morgan Moore Department of Music inspires and develops students in pursuit of professional careers in music. Embracing a proven curriculum, opportunities for cross-disciplinary collaboration, and close mentorship with our renowned music faculty, our undergraduate and graduate student body is empowered to thrive and become leaders in the field of music and the communities they serve.

College Mission Statement

The College of Fine Arts & Communication strives to create a supporting ecology that fosters student learning, career readiness, and cutting-edge scholarship.

University Mission Statement

Lamar University strives to educate leaders, demonstrate excellence in student learning and career readiness, and pursue research with relevance.

Effective September 1, 2024

In accordance with "Tenure and Promotion of Tenure-Track and Tenured Non-Library Faculty." [MAPP 02.02.27]

The College of Fine Arts and Communication at Lamar University has established an academic process to enhance teaching proficiency, effectiveness, and professional growth. This structured approach involves a series of evaluations, observations, and reviews, emphasizing the significance of both required and optional components within the context of faculty development. By fostering continuous improvement and providing objective assessments, these processes contribute to the overall quality of education and support tenure and promotion decisions, ensuring that faculty members are equipped to excel in their teaching roles and contribute meaningfully to the academic community.

In the first year, faculty members undergo a comprehensive process that includes both a CTLE (Center for Teaching and Learning Excellence) observation and a syllabus review. During the CTLE observation, the faculty member's class is observed, and the syllabus for the specific course being taught is reviewed. Additionally, the course materials available on Blackboard (or the current Learning Management System) are evaluated. It is crucial to schedule this observation with CTLE within the first three weeks of the semester. The completion deadline for the observation and syllabus review is November 30. Furthermore, during the spring semester, faculty members must undergo at least one observation conducted by their department chair.

The observation and feedback process benefits faculty members by promoting professional development, ensuring accountability, and providing objective assessments. It contributes to tenure and promotion decisions by offering evidence of teaching effectiveness and improvement over time. All Chairs (Years 1 & 3) and Committees (Years 2 & 4) in the College of Fine Arts and Communication (COFAC) use the "Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form." This form provides a structured framework for evaluating teaching practices. Over the 5-year period, the average score of observations (combined Chair and Committee) should be at least 3.5. Demonstrating improvement over time is essential for tenure and promotion. All observations must be completed by April 30. If a department lacks personnel to form a committee for the 2nd- and 4th-year Reviews, the Dean will assemble a committee. Adhering to these processes ensures continuous improvement in teaching effectiveness and contributes to the overall quality of education within the academic community.

In the second year, faculty members follow Lamar University guidelines for the 2nd-year review. Specific criteria and expectations are outlined to assess teaching proficiency and effectiveness. In the third year, which is like the first year, faculty members repeat the process of CTLE observation and syllabus review, but this time for a different course. The goal remains consistent: to ensure effective teaching practices and alignment with course objectives. During the fourth year, faculty members follow Lamar University guidelines for the 4th-year review. This review evaluates teaching effectiveness, research contributions, and overall performance.

In the fifth year, faculty members begin preparing their tenure & promotion portfolio for submission in the sixth year. These materials play a crucial role in tenure and promotion decisions. The faculty member may want to ask the chair and one or more faculty members, who have recently submitted a portfolio, to provide unofficial feedback on the portfolio. The recommended timeline is to provide someone with at least one month to review the portfolio. Additionally, the faculty member may want to request to see the portfolio of someone who has recently matriculated through the process.

The structured evaluation and feedback process in the College of Fine Arts and Communication at Lamar University aims to enhance the educational experience for students. Through detailed assessments, syllabi reviews, and peer evaluations, the program fosters effective teaching practices and continuous improvement. This focus on continuous improvement directly benefits students, providing them with high-quality education and fostering an engaging, supportive learning environment. As faculty members develop through this process, they are better equipped to inspire and educate, contributing to the success of both them and their students.

TEACHING
Tenure & Promotion from Assistant Professor to Associate Professor

Year 1: Fall CTLE observation and syllabus review
- CTLE observation of class includes syllabus review for the course being observed and review of course on Blackboard (or current Learning Management System)
- Schedule with CTLE within 1st three weeks of the semester
- Must complete the observation and syllabus review by November 30th

Spring Chair observation(s): Minimum of one observation required

Year 2: 2nd-Year Review: See Lamar University guidelines

Year 3: Fall CTLE observation and syllabus review (same process as Year 1 but different course)

Spring Chair observation(s): Minimum of one observation required

Year 4: 4th-Year Review: See Lamar University guidelines

Year 5: Preparation of materials to submit in fall of Year 6

Chair (years 1 & 3) and Committee (years 2 & 4) Observations
- "Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form" used by all Chairs (years 1 & 3) and Committees (years 2 & 4) in COFAC (not CTLE or external reviewer)
- The Observer(s), whether chair, committee, or committee member, is required to attend class from the start time to the end time.
- The average score of the observations (Chair and Committee combined) at the end of 5 years should be at least 3.5 to meet minimum requirements for tenure and promotion with evidence of improvement over time.
- Must be completed by April 30th
- Committee Members (years 2 & 4)
  - If a department lacks personnel to fill a committee for the 2nd- and 4th-year Reviews, the Dean will have a committee available as follows:
    - COFAC Fine Arts Personnel Committee consisting of a combination of three Associate Professors and/or Professors from Art & Design, Music, Theatre & Dance
    - COFAC Communication Personnel Committee consisting of a combination of three Associate Professors and/or Professors from Communication & Media, Deaf Studies & Deaf Education, Speech & Hearing Sciences

Annual review areas of assessment in the Teaching section of the annual review (F2.08)
1. Faculty member's knowledge of his /her teaching field and ability to articulate this knowledge.
2. Significant contributions to the development of courses, curricula and other teaching activities.
3. Student Evaluations, Peer Evaluations or other external review of teaching.

4. Other [Note: The result of course evaluation by students is only one factor considered in the evaluation of teaching. While not a comprehensive list, other appropriate contributions upon which the annual evaluation may be based include: documented course improvement and/or development; participation in assessment and learning improvement activities for the major or core curriculum; completion of professional development activities related to teaching; direction of undergraduate research/scholarship/creative activity projects, honors and master's theses, and dissertations (publications and grants resulting from these activities should be included in Section II of the F2.08); effective advisement and mentoring of students; teaching of new courses; teaching at non-standard times (e.g., nights, weekends). In addition, peer evaluation of classes and/or submission of a teaching portfolio that demonstrates the connections between course description, objectives, teaching content and learner activities are evaluation approaches that may be used by chairs and deans.]

TEACHING
Promotion from Associate Professor to Professor

Year 1: Chair observation(s)

- "Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form" used by all Chairs in COFAC (not CTLE or external reviewer)
- The Chair is required to attend class from the start time to the end time.
- The average score of the Chair observation(s) at the end of 5 years should be at least 4.0 to meet minimum requirements for tenure and promotion with evidence of improvement over time.
- Must be completed in the fall or spring semester and no later than April 30th
- If Chair is Associate Professor, a Professor in the department (or in the college, if no Professor is available in the department) will complete the observation(s) in lieu of the Chair.

Year 2: No observation

Year 3: Chair observation(s) (same as year 1)

Year 4: Center for Teaching and Learning (CTLE) observation and syllabus review

- CTLE observation, syllabus review, and review of a single course chosen by the Associate Professor on Blackboard (or current Learning Management System) not reviewed previously unless all courses have been reviewed.
  - Schedule with CTLE within 1st three weeks of the semester
  - Must complete the observation and syllabus review by November 30th
- External Reviewer for Year 5 deadline: October 1st in Fall of Year 4.
  Associate Professor must notify their Chair and Dean via email that they will be submitting their Dossier for promotion to Professor in the following/next fall semester. *(See* RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES *for more information)*

Note: Years 1 – 4 will be repeated until it is decided to apply for Professor at which time Year 5 (External Review) will be completed.

Annual review areas of assessment in the Teaching section of the annual review (F2.08)

1. Faculty member's knowledge of his /her teaching field and ability to articulate this knowledge.
2. Significant contributions to the development of courses, curricula and other teaching activities.
3. Student Evaluations, Peer Evaluations or other external review of teaching.
4. Other [Note: The result of course evaluation by students is only one factor considered in the evaluation of teaching. While not a comprehensive list, other appropriate contributions upon which the annual evaluation may be based include: documented course improvement and/or development; participation in assessment and learning improvement activities for the major or core curriculum; completion of professional development activities related to teaching; direction of undergraduate research/scholarship/creative activity projects, honors and master's theses, and dissertations (publications and grants resulting from these activities should be included in Section II of the F2.08); effective advisement and mentoring of students; teaching of new courses; teaching at non-standard times (e.g., nights, weekends). In addition, peer evaluation of classes and/or submission of a teaching portfolio that demonstrates the connections between course description, objectives, teaching content and learner activities are evaluation approaches that may be used by chairs and deans.]

Teaching Proficiency and Effectiveness - Tenure and Promotion Observation Form

Teaching Average Score: _____
Learning Average Score: _____
T&L Average Score: _____

1 = Very Poor; Needs serious substantial improvement
2 = Poor; Needs substantial improvement
3 = Moderate; Needs a fair amount of improvement
4 = Good; Needs Some improvement
5 = Excellent; Needs little improvement

TEACHING: Faculty member's knowledge of his/her teaching field and ability to articulate this knowledge.

Develops an Engaging Learning Space	**1**	**2**	**3**	**4**	**5**	**N/A**	**Comments**
Begins with appropriate introduction							
Connects content to prior/future learning (Not using transitions between subtopics to help students see the connection between them)							
Presents content in appropriate sequence							
Provides explanation for application of content							

Communicates Effectively	**1**	**2**	**3**	**4**	**5**	**N/A**	**Comments**
Avoids reading directly from notes, PowerPoint, etc.							
Avoids too much information on slides							
Pace of presentations/speaking (avoids talking too fast)							
Uses students' names and makes eye contact							
Explains content/tasks clearly							
Stresses important points							
Answers questions well							
Produces clear materials (handout, PowerPoint, writing on board, etc.)							

Creates a Supportive Environment	**1**	**2**	**3**	**4**	**5**	**N/A**	**Comments**
Returns tests/assignments at middle (or later) of time in class							
Appropriate use of time (begins/ends on time)							
Acknowledges student comments/questions							
Avoids sarcasm and negative (off topic) criticism							
Establishes a climate of courtesy							
Encourages reluctant students							
Establishes and maintains positive rapport							

LEARNING: Significant contributions to the development of courses, curricula and other teaching activities.

Fosters Student Engagement through Participation	**1**	**2**	**3**	**4**	**5**	**N/A**	**Comments**
Interacts with student groups/individuals appropriately (if divided into groups or working individually)							
Solicits student participation (questioning, pair/group work, etc.)							
Provides time for response							

Delivers Feedback on Student Development during Instruction	**1**	**2**	**3**	**4**	**5**	**N/A**	**Comments**
Communicates learning expectations to the class							
Reinforces correct responses, performances, demonstrations, etc. to the student							
Provides corrective feedback or clarification							

Motivates Students	**1**	**2**	**3**	**4**	**5**	**N/A**	**Comments**
Relates content to interests/experiences							
Emphasizes the value/importance of the activity/content							

Note: The *italicized* entries are identified as the most "common--but easily correctable--mistakes" especially among those early in teaching careers. (Ismail, Buskit, & Gorccia, 2012)

Ismail, E. A., Buskist, W., & Groccia, J. E. (2012). Peer Review of Teaching. In M. E. Kite (Ed.), *Effective evaluation of teaching: A guide for faculty and administrators.* Retrieved from the Society for the Teaching of Psychology web site: http://teachpsych.org/ebooks/evals2012/index.php

RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES

The following notes apply to all faculty members and departments in the College of Fine Arts & Communication.

1. Lamar University designation as the faculty members institution.
    a. Research, Publication, Scholarship, and/or Creative Activities that denote any university other than Lamar University for the faculty member representing Lamar University will not be applied to satisfy minimum requirements for Tenure & Promotion to Associate Professor or Promotion to Professor.
    b. Research, Publication, Scholarship, and/or Creative Activities completed in the duration of "time toward tenure" prior to joining Lamar University can be considered but may not be counted toward the minimum requirement.

2. Ongoing, annual continuity
    a. Evidence in annual reviews consistently demonstrates the ongoing or continual nature of research, scholarship, or creative activities.

3. Year 5 (Associate Professor to Professor only): Spring External Reviewer
    - External Reviewer for Year 5 deadline: October 1st in Fall of Year 4. (see Teaching)
    - The external reviewer will assess Research, Scholarship, Creative Activities.
    - The external reviewer must be tenured and at the rank of Professor at an institution of higher education.
    - In accordance with "Promotion to Professor – External Reviewers." [MAPP 02.02.31]

Music Department-Level Performance Standards

This document operates under all provisions of the F2.11 and Faculty Handbook as published at the time of application for tenure and/or promotion.

Excellence in teaching, significant creative activities and/or research endeavors, and active engagement in service activities are fundamental criteria for approval in the tenure and promotion evaluation.

RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES

Documentation of active participation in scholarly achievements should include, as applicable:

- Scope: Local, Regional, State, National, International
- Peer review status *(Distinction between peer-reviewed and invited contributions should be indicated.)*
- Performing group
- Commission contract

The following benchmarks are established to advise Assistant Professors as to their progress towards tenure and promotion in this category.

- A total of **40 points** earned, from all categories below, across all years as Assistant Professor, serves as an indicator that department-level *minimum* expectations have been met for application to Associate Professor with tenure.

The following benchmarks are established to advise Associate Professors as to their progress towards promotion in this category.

- A total of **60 points** earned, from all categories below, across all years as Associate Professor serves as an indicator that department-level *minimum* expectations have been met for application to Professor.
- A total of **3 items** from the list below with a national or international scope, across all years as Associate Professor serves as an indicator that department-level *minimum* expectations have been met for application to Professor.

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1. **Publications** *(include reprints)*
    - **a.** Book publication *(Established Publisher: 10 points; Self-Published: 2 points)*
    - **b.** Publication of chapter in book, or computer software *(3 points)*
    - **c.** Editor of journal, textbook, or scholarly edition of music *(4 points each, per year)*
    - **d.** Publication of transcription, arrangement, or critical edition *(4 points)*
    - **e.** Publication of article in refereed or peer reviewed journal *(4 points)*
    - **f.** Publication of review in refereed or peer reviewed journal *(3 points)*
    - **g.** Publication of article in non-refereed or non-peer reviewed journal *(2 points)*

h. Publication of review in non-refereed or non-peer reviewed journal *(1 point)*

2. **Scholarly/professional works** *(e.g., production of shows, recitals, recordings, musical compositions, commissions, performances, demonstrations, lighting, and set or costume design)*
    - **a.** Clinic, presentation, lecture recital or video presentation informed by the faculty member's scholarly research.
      (National/International level: 4 points; Regional/State level: 3 points; On-Campus: 1 point)
    - **b.** Professional recording (*album*)
      (Published with an established label or self-published, professionally recorded/produced/distributed internationally and peer reviewed [with documentation]: 6 points; self-published, professionally recorded/produced/distributed internationally: 4 points; self-published/self-distributed: 2 points)
    - **c.** Professional recording (*single*)
      (Professionally recorded/produced/distributed single audio track or audio/video track available internationally via various online medium [YouTube, Spotify, Apple Music, etc.]: 2 points)
    - **d.** Performance or exhibition of work in juried or critiqued venues *(3 points)*
    - **e.** Professional public performance off campus as a featured artist or conductor
      (National/International level: 4 points; Local/Regional/State level: 2 points)
    - **f.** Professional public performance on campus as a featured artist or conductor *(1 point)*
    - **g.** Participation in national/international competition as a featured artist
      (Receiving recognition: 5 points; participation only: 2 points)
    - **h.** Participation in regional/state competition as a featured artist
      (Receiving recognition: 4 points; participation only: 1 point)
    - **i.** Premiere of one's own original composition
      (National/International level: 5 points; Regional/State level: 3 points; On-Campus: 1 point)
    - **j.** Performance of one's own original composition
      (National/International level: 3 points; Regional/State level: 2 points; On-Campus: 1 point)
    - **k.** Performance at another university or at a festival with an established arts organization
      (2 points)

3. **Presentation at a professional meeting** *(include title, any co-presenters, event, location, dates),* **and Invited Lectures both on-campus and off-campus.**
    - **a.** Presentation of a paper at a seminar, workshop, or conference
      (National/International level: 4 points; Regional/State level: 2 points)
    - **b.** Pedagogical presentation at a workshop, seminar, or conference
      (National/International level: 4 points; Regional/State level: 2 points)

4. **Serve as a commentator, panelist, or discussant at a professional meeting.**
    - **a.** National or international *(3 points)*
    - **b.** Regional or state *(2 points)*

5. **Maintenance of a current perspective in discipline through attendance at professional meetings, workshops, seminars, or credit courses, and completion of**

additional graduate work, degrees, or certificates

- **a.** National/International *(2 points)*
- **b.** Regional/State *(1 point)*

6. **Direction and leadership of extra-curricular seminars, workshops, demonstrations, or comparable creative activities** *(not related to regular classroom teaching)*
   - **a.** Adjudication *(National/International level: 4 points; Regional/State level: 2 points)*
   - **b.** Participation in ensemble
     (National/International level: 4 points per year; Regional/State level: 2 points per year)
   - **c.** Guest clinician, guest/featured artist, or guest/featured lecturer
     (National/International level: 4 points; Regional/State level: 2 points)
7. **List of funded research, creative activities and scholarly activities by title, funding source, amount, and period of funding.** *(International: 12 points; National or Federal: 10 points; State: 6 points; Regional: 4 points; On-campus: 2 points.)*
8. **Direction of theses, dissertations, and undergraduate research projects, as well as service on committees**
   - **a.** Masters' Thesis *(5 point)*
   - **b.** Honors Thesis *(2 point)*
   - **c.** Undergraduate Research Project *(2 point)*
   - **d.** Graduate Oral/Written Exam Committee *(1 point per committee)*
9. **Other**
   - **a.** Receipt of commission or prize *(National/International level: 5 points; Regional/State level: 3 points)*
   - **b.** Residency of 2 or more days
     (International level: 4 points; National Level: 3; Regional/State level: 2 points)

PROFESSIONAL SERVICE TO THE DISCIPLINE, UNIVERSITY, COMMUNITY
College of Fine Arts & Communication
Tenure & Promotion from Assistant Professor to Associate Professor

Service is broadly construed as the commitment to providing support to the University community, the broader society, and a faculty member's selected academic field, extending beyond the confines of their official teaching and/or research roles.

Satisfying the minimum performance criteria outlined for tenure or promotion does not assure tenure or promotion. The candidate's contributions to not only the department's mission, but also the College of Fine Arts & Communication's (COFAC) mission weigh heavily. Tenure and promotion to Associate Professor necessitates increased service and collaboration skills, demonstrating the ability to amalgamate differing experiences and awarenesses present within a committee. Individuals at all levels must fulfill their responsibilities collegially and professionally towards students, staff, faculty, and the public. Professional Service is limited to service that is unpaid.

To be considered for Associate Professor with tenure, applicants must maintain an average Service score of 3.5 on all F2.08s since their last promotion. For stronger consideration, applicants must maintain a score of 4.0 (with no score below 3.0) since their last promotion. The content in this section is categorized based on the F2.08 framework.

<u>Professional Achievement</u>
Service listed in the categories below, which originated from the F2.08, should be identified in the categories as International/National, Regional, Local.

- Recognition for achievement in discipline (e.g., honors, awards, medals, commendations from professional academic organizations, educational institutions, governmental agencies, or private foundations).

- Professional service, such as service as an officer in state, national, or international organization, or as chairperson of professional committees. Serving on committees may contribute but individuals must provide narrative of accomplishments and individual efforts. (Professional service also includes editorial services to the discipline.)

- Community service, such as consultation in the area of professional competence (expertise).

- Other

Participation in College and University affairs

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as Departmental Service, COFAC Service, University Service.

- Effective contributions on departmental, college and university councils and committees meeting regularly, including Faculty Senate. Committees/councils that do not meet should not be included.

- Documented results of service as chair of department committees, college committees/councils and university committees/councils (including ad hoc committees) meeting at least once each semester, including Faculty Senate. Committees/councils that do not meet should not be included.

- Service in Fundraising, including working at fundraising activities/events in various roles and meeting fundraising goals effectively.

- Having an active role in organizing and/or participating in recruiting and retention activities and events.
    - Recruiting activities and/or events
    - Retention activities and/or events

- Evidence of high-quality academic advising at events, including contributions during freshman orientations, Cardinal View days, Admitted Student Day and other university, college and departmental recruitment activities.

- Sponsorship of academic organizations.

- Assisting with administrative duties of department or college.

- Other

PROFESSIONAL SERVICE TO THE DISCIPLINE, UNIVERSITY, COMMUNITY
College of Fine Arts & Communication
Promotion from Associate Professor to Professor

Service is broadly construed as the commitment to providing support to the University community, the broader society, and a faculty member's selected academic field, extending beyond the confines of their official teaching and/or research roles.

Satisfying the minimum performance criteria outlined for tenure or promotion does not assure promotion. The candidate's contributions to not only the department's mission, but also the College of Fine Arts & Communication's (COFAC) mission weigh heavily. Promotion to Professor (and tenure if applicable) necessitates increased service and collaboration skills, demonstrating the ability to amalgamate differing experiences and awarenesses present within a committee. Individuals at all levels must fulfill their responsibilities collegially and professionally towards students, staff, faculty, and the public. As a senior faculty member, an Associate Professor is expected to take on leadership roles as part of their service. Professional Service is limited to service that is unpaid.

To be considered for Professor (and tenure if applicable), applicants must maintain an average Service score of 3.5 on all F2.08s since their last promotion. For stronger consideration, applicants must maintain a score of 4.0 (with no score below 3.0) since their last promotion. The content in this section is categorized based on the F2.08 framework.

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- Community service, such as consultation in the area of professional competence (expertise).

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Participation in College and University affairs

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- Documented results of service as chair of department committees, college committees/councils and university committees/councils (including ad hoc committees) meeting at least once each semester, including Faculty Senate. Committees and councils that do not meet should not be included.

- Service in Fundraising, including working at fundraising activities/events in various roles and meeting fundraising goals effectively.

- Having an active role in organizing and/or participating in recruiting and retention activities and events.
    - Recruiting activities and/or events
    - Retention activities and/or events

- Evidence of high-quality academic advising at events, including contributions during freshman orientations, Cardinal View days, Admitted Student Day and other university, college and departmental recruitment activities.

- Sponsorship of academic organizations.

- Assisting with administrative duties of department or college.

- Demonstrated Performance as Leader, such as mentoring new faculty.

- Other