



GUIDELINES FOR PROMOTION AND TENURE

(adopted by faculty April 20, 2016; revised November 1, 2019)

According to its mission, the Department of Music believes that,

“The human spirit is enlightened and elevated through the creation, presentation, and transmission of our common musical culture. To this goal, and in consonance with the mission of the University and of the College of Fine Arts and Communication, the Department of Music prepares tomorrow’s performers, music teachers, entrepreneurs and professionals in and through the discipline of music, and brings performances of national prominence to Arkansas and the region. The Department of Music also provides music education experiences for children and adults through the Community School of Music, opportunities for university students from all disciplines to enrich their own general education by taking courses in music and performing in ensembles, and service and outreach to Arkansas public schools.”

As such the Department of Music values the process and product of teaching and learning. Owing to the unique role of music as a performing and creative art, the department also realizes that creative endeavors are often central to this teaching process. Research and performances may inspire teaching, and in turn, teaching may inspire the product of artistry. The Department also places value on service to students, school, community, and profession, realizing that music in academia does not exist in isolation, but thrives upon enrichment, collaboration, outreach, and professional development.

The department also acknowledges the guidance of our accrediting body, the National Association of Schools of Music (NASM) concerning the qualifications of faculty and their degrees. Taken from the NASM Handbook (2019), under II. Purposes and Operations, E. Faculty and Staff, 1. Qualifications, b. Guidelines, Recommendation, and Comment, (2), (3), and (4):

- “Teachers of performance, composition, and other applied subjects normally are, or have been, deeply involved as practicing artists in the specific disciplines or specializations they are teaching.
- NASM recognizes the availability of doctorates for specialists in performance, composition, and some other applied disciplines. At the same time, the Association recognizes that some highly qualified practitioners may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, education, and expertise at least equivalent to those required for the master’s degree in music or another appropriate field.

- Academic degrees are a pertinent indicator of the teacher’s qualifications for instructing in theoretical, historical, and pedagogical subjects. Creative work, research, and publication are indicators of a teacher’s qualifications, productivity, professional awareness, and contribution to various aspects of music and music-related fields.”

TEACHING

The Department of Music is committed to quality teaching. Applicants for promotion and/or tenure should exemplify all of the following standards. Suggested methods and materials of documentation follow each standard.

- A. Fulfills all teaching requirements of scheduled classes, applied lessons, seminars, thesis and research supervision, academic advising, recruitment and retention, and other instructional activity as assigned
 - Examples of updated syllabi, assignments, and student assessments
 - Documentation of honors theses and other student instruction not reflected in teaching load; advising and mentoring students in projects, recitals, etc.
 - Serving on graduate comprehensive examination committees
 - Full course evaluations for each official class

- B. Successfully manages student and studio growth and achievement
 - Recruitment and retention of high quality students (undergraduate and graduate)
 - Evidence of excellent student results; e.g. preparing students for upper division courses, preparing students for graduate programs and career employment

- C. Exhibits an established Teaching Philosophy that guides all teaching activities

- D. Encompasses depth of content knowledge
 - Descriptions of effective teaching materials and techniques
 - Examples of handouts, presentations
 - Teaching awards and recognition

- E. Brings creative endeavors and/or research into the learning environment
 - Exposing student to quality experiences that are external to the UCA Music Department, e.g. master classes, lectures, guest artists, special programs
 - Development of curriculum and courses as necessary
 - Evidence of collaboration with professionals outside of our department

- F. Communicates clearly with students in and outside of class, treating students with respect and being appropriately accessible to students.
 - Examples of effective communication
 - Unsolicited communication (e-mail, notes, etc.) from students
 - Examples of feedback, guidance, advice, etc.

SCHOLARSHIP AND PROFESSIONAL GROWTH:

The Department of Music recognizes that scholarship exists in various creative forms depending on specialized areas of study, instructional assignments, and opportunities within the profession. As such, applicants for promotion and/or tenure should address scholarship in areas A-D, as applicable to their discipline. In addition, all applicants should have examples of grants and/or professional growth in their area(s).

- A. Performance (applied performance faculty should have evidence of each of the following)
 - Solo performances in recitals, or as featured soloist with an ensemble.
 - Performances as a member of an ensemble such as a large ensemble or chamber music group
 - Guest engagements to present master classes, workshops, or lecture/demonstrations.
- B. Conducting (ensemble faculty should have evidence of each of the following)
 - Collaboration with guest and faculty artists
 - Conducting of ensembles outside of UCA
- C. Composition (composition faculty should have evidence of each of the following)
 - Published compositions or arrangements
 - Compositions or arrangements performed
- D. Research (academic faculty should have evidence of a combination of the following as appropriate for their discipline)
 - Published peer reviewed articles in first tier publications and lower tier journals or magazines
 - Presentations at international, national, regional and state venues
 - Books, monographs, proceedings, reviews
 - Editorial duties
 - Review of colleague research and publication proposals
 - A candidate must demonstrate that he or she can conduct independent research. A major piece of evidence in this demonstration is the publication of single-authored or first-authored works. If a person jointly authors an article, it must be known what the individual contributions of each contributor are to the finished work.
- E. Grants
 - External Grants
 - UCA Internal Grants
 - Artists in Residence
- F. Professional Growth
 - Study in addition to degree work
 - Attending workshops, seminars, conventions, professional meetings or lectures focused on professional improvement

All areas of scholarship and professional growth can be evidenced by combinations of the following:

- Concert, recital, and event programs
- Copies of articles, books, reviews, etc.
- Presentation handouts
- Conference proceedings listing speaker and abstract
- CDs, DVDs, media links
- Grant letters
- Scholarly correspondence
- Documentation of attendance at professional events that foster professional growth

SERVICE

Service is inherent to our work as musicians. Although committee work is important, the music faculty service profile should be weighted towards those activities that meet the musical needs of our university and community. Additionally, the music department as an entity has many administrative functions that are unique to our department that require additional departmental service hours including but not limited to admission and scholarship auditions, performance scheduling and management, and recruitment concerts. Service may include, but is not limited to, the following:

- A. Departmental service
 - Committees including leadership, elected, or appointed positions
 - Admission and scholarship audition
 - Performance scheduling
 - Coordinating recruitment performances
- B. College service
 - Committees including leadership, elected, or appointed positions
- C. University service
 - Committees including leadership, elected, or appointed positions
 - Performing or creating music as requested by UCA
 - Coordinating outreach performances
 - Participation in university sponsored recruiting efforts
 - Contributions through directing or participating in extracurricular activities that enhance the general reputation, stature, and public image of the Department or University
- D. Service to the profession
 - Serving as adjudicator or clinician for ensembles outside of UCA
 - Leadership in professional organizations
 - Committee work and adjudication in professional organizations

- Chairing/responding to sessions at professional meetings
 - Organization and supervision of local, regional, or national professional conferences
 - Editing or Reviewing content for journals
- E. Service to students
- Advisor for student organization
 - Accompanying or otherwise mentoring a student professionally
 - Serving on recital committees
 - Sponsoring student musical events e.g. competitions, forums, etc.
- F. Service to the Community
- External performances
 - Other artistic activities requiring professional expertise

Service can be evidenced by any combination of the following:

- Descriptions of work, including accomplishments of committees or organizations and number of people served and benefited
- Lists of committees
- Professional and public commentary obtained from within and outside the University
- Honors or awards recognizing service
- Correspondence and thank you notes