

Mississippi State University Department of Music Promotion and Tenure Policies and Procedures

Introduction

This document complements the Mississippi State University Promotion and Tenure Policies as stated in Section V of the Faculty Handbook and establishes the Mississippi State University Department of Music policies and procedures regarding tenure and promotion. Although some provisions are repeated for context and clarity, these policies and procedures are intended to complement but not supplant the Faculty Handbook and the College of Education Promotion and Tenure Guidelines. This document applies to all tenure-track and non-tenure-track faculty ranks and organization of the faculty. (See Faculty Handbook, Section V, B. Academic Rank)

This document specifies the Department of Music promotion and tenure policies and procedures, providing criteria by which the Department of Music, the College of Education, and the University committees may evaluate a music faculty member's performance. In addition, it offers guidance to all tenure-track and non-tenure-track faculty members in deciding what may constitute effective expenditures of time and energy toward the goals of tenure and promotion. The latest promotion and tenure policies and procedures must serve the guidelines in force at the time the applicant submits the application for promotion and/or tenure. Thus, it is instructive as well as prescriptive.

Criteria and Procedures for Promotion and Tenure

According to the Faculty Handbook, tenure-track faculty members who have met the requirements for promotion, but who have not fulfilled the probationary period for tenure, may be promoted without tenure. Tenure-track faculty members who are granted tenure as assistant professors automatically meet the criteria for promotion to Associate Professor.

Requirements for Promotion and Tenure:

Please refer to the Faculty Handbook, Section V for more detailed information as it has clear procedures and expectations for promotion and/or tenure for all ranks and tenure and non-tenure tracks.

- Minimum ratings of satisfactory in teaching, research, and service, plus a rating of excellent in either research/creative achievement (if applicable) or teaching are needed for tenure and promotion from Rank 1 to Rank 2;
- Minimum ratings of satisfactory in teaching, research, or service, plus two ratings of excellent in two of those areas are expected for promotion from Rank 2 to Rank 3. Further, it should be demonstrated that the candidate has established a national/international reputation through such distinguished activities;
- Membership and participation in professional societies appropriate to the candidate's specialty are expected;

- 44 ● Collegiality. For purposes of this document, collegiality is defined as the sharing of
45 authority and responsibility among colleagues while avoiding patterns of behavior that are
46 of such a disruptive nature as to hinder members of academic units from fulfilling their
47 core duties or that hinder academic units from their academic mission. Inherent in that
48 definition is the understanding that academic units and their members undertake the core
49 duties of teaching, research, and service that are associated with the university’s mission
50 and seek to preserve the well-being of the institution.

51 Further, collegiality:

- 52 ○ will not be associated with ensuring homogeneity and hence with practices that
53 exclude persons on the basis of their difference from a perceived norm.
 - 54 ○ will not threaten academic freedom.
 - 55 ○ will not be confused with the expectation that a faculty member display
56 “enthusiasm” or “dedication,” evince “a constructive attitude” that will “foster
57 harmony,” or display an excessive deference to administrative or faculty
58 decisions where these may require reasoned discussion.
 - 59 ○ will not be confused with participation in social gatherings outside of the
60 normal scope of the faculty member’s roles related to research, teaching, and
61 service.
 - 62 ○ will not necessarily be in conflict with criticism and opposition.
- 63 ● In addition, a tenure-track faculty member’s performance will be judged based on criteria
64 in written policy statements developed by the appropriate academic units. In evaluating a
65 tenure-track faculty member being considered for tenure and/or promotion, the appropriate
66 faculty committees and academic administrators will give adequate consideration to the
67 faculty member's professional performance as a function of their relative academic
68 workload assignments within the seven categories required by the IHL Board. Adequate
69 consideration of a tenure case consists of a conscientious review, which seeks out and
70 considers all available evidence bearing on the relevant performance of the faculty member
71 and assumes that the various academic units follow their approved procedural guidelines
72 during the tenure and promotion review process. Such consideration should be based upon
73 adequate deliberation over the evidence in light of relevant standards and exclusive of
74 improper standards (i.e., any criterion not related to the professional performance of the
75 faculty member). The evaluation of a tenure case should constitute a bona fide exercise of
76 professional academic judgment.

77
78 All criteria should be based on the application of the highest professional standards and are
79 to be in harmony with the following IHL Board defined criteria:

80
81 1. Professional training and experience;

82
83 2. Effectiveness of teaching. Criteria for assessing instructional activities may include
84 regular classroom and laboratory instruction; supervision of field work, internships,
85 performances, and fellowships; direction of theses and dissertations; development of
86 educational materials; conduct of other academic programs that confer university credit;
87 invited presentation of non-credit and off-campus lectures and demonstrations; and other
88 teaching activities as defined by the academic units. Excellence in teaching, as defined by
89 the current academic operating policy/policies, includes the ability to impart the

90 knowledge, methods, and standards of the discipline, the ability to communicate effectively
91 with students by counseling, advising, or motivating them, the ability to direct students in
92 their own research, and the ability to evaluate student work accurately and fairly according
93 to prevailing academic standards of the discipline.
94

95 3. Effectiveness, accuracy, and integrity in communications; The IHL Board endorses the
96 American Association of University Professors' (AAUP) Statement of Principles on
97 Academic Freedom and Tenure, which states in part: "When they speak or write as citizens,
98 they should be free from institutional censorship or discipline, but their special position in
99 the community imposes special obligations. As scholars and educational officers, they
100 should remember that the public may judge their profession and their institution by their
101 utterances. Hence, they should at all times be accurate, should exercise appropriate
102 restraint, should show respect for the opinions of others, and should make every effort to
103 indicate that they are not speaking for the institution."
104

105 4. Effectiveness in interpersonal relationships, including collegiality, professional ethics,
106 cooperativeness, resourcefulness, and responsibility;
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108 5. The absence of malfeasance, inefficiency and contumacious conduct in the faculty
109 member's performance of their faculty position at the university;
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111 6. Professional growth, such as research, publications, and creative activities. Criteria for
112 assessing research and/or creative achievement activities may include systematic, original
113 investigation directed toward the enlargement or validation of human knowledge, the
114 solution of contemporary problems, or the exploration of creative forms that bring greater
115 meaning to life. Excellence in research and/or creative achievement must be established by
116 critical peer evaluation, using standards prevailing in the discipline. Excellence may be
117 documented by books, articles, or reviews published by commercial or university presses
118 or in refereed journals of international, national, or regional prestige; research grants,
119 leading to high quality research, intellectual property; presentation of papers before
120 professional groups; invited participation in scholarly conferences; editorial work for
121 professional journals or publishers; or artistic or humanistic performances, presentations,
122 or shows. Evidence of substantive progress on long-term projects that meet the criteria
123 above may be considered as specified by the academic units.
124

125 7. Service and other non-teaching activities that reflect favorably upon the institution.
126 Criteria for assessing service activities may include activities which enhance the scholarly
127 life of the university or the discipline, improve the quality of life or society, or promote the
128 general welfare of the institution, the community, the state, the nation, or international
129 community. Thus it includes outreach and extension of academic knowledge to the public,
130 participation on department, college, or university committees, or on regional, national, or
131 international scholarly committees, boards, or review panels, or on public boards as a
132 representative of the scholarly community. Membership or participation in such bodies
133 may constitute satisfactory service, but excellence requires leadership or initiative leading
134 to substantial improvements or progress
135

136 **Criteria for External Letters of Reference:**

- 137
- 138 ● External letters of reference in support of applications for promotion and/or tenure must be
 - 139 submitted by individuals at or above the rank sought by the applicant;
 - 140 ● The department head and department promotion and tenure committee chair will jointly
 - 141 select the final list of external reviewers from whom letters of evaluation will be requested
 - 142 and should include faculty names provided by all three sources;
 - 143 ● The department head contacts the selected reviewers and secures permission from the
 - 144 reviewers to share the request letter as designated by the office of the provost, plus the rest
 - 145 of the “packet” described below as prepared by the candidate;
 - 146 ● External letters of evaluation must be received from a minimum of four external reviewers
 - 147 for inclusion in the dossier of the candidate;
 - 148 ● The packet shared with reviewers will include the following:
 - 149
 - 150 ○ A cover letter outlining the recommendation request and pertinent deadlines,
 - 151 written by the department head;
 - 152 ○ Promotion and tenure application form;
 - 153 ○ *Vita*;
 - 154 ○ Samples of supporting materials collected during the period of review, stored
 - 155 in an electronic repository maintained by the department office.
 - 156

157 Reviewers will be advised that not all of the candidate’s supporting materials can be included due

158 to the size of the dossiers (see the discussion below), but they should presume that the given

159 documents accurately portray the candidate’s most significant accomplishments. The reviewers

160 also will be assured that with reasonable certainty their letter will not be seen by the candidate.

161

162 **Dossiers for Promotion and Tenure Applications:**

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164 Dossiers for promotion and tenure applications substantiate teaching, research/creative

165 achievement, and service activities and products undertaken at Mississippi State University since

166 a candidate’s initial appointment to a tenure-track position or since the candidate’s last promotion.

167 Prior documentary evidence, except for the candidate’s *curriculum vitae*, will not be considered

168 and should not be included. More specifically, dossiers for promotion and tenure applications

169 should include the following items:

- 170
- 171 ● Cover letter from the candidate requesting promotion and/or tenure;
 - 172 ● Completed Promotion and Tenure Application form from the provost’s website;
 - 173 ● Up-to-date *vita*;
 - 174 ● Original offer letter and, if necessary, additional letter detailing significant changes;
 - 175 ● External reviewers’ letters (to be added by the department head);
 - 176 ● Annual faculty evaluations and review. This annual evaluation will comprise a written
 - 177 review of the previous year’s progress and a written agreement about the faculty member’s
 - 178 objectives, responsibilities, and expectations for the coming year, and the department
 - 179 head’s or director’s assessment of progress toward tenure;
 - 180 ● Teaching evaluations, including a summary sheet with the numerical date, as directed by
 - 181 the provost (numerical data expected student comments optional);

- 182 • Teaching documentation: syllabi, exams, projects, assignments, etc., developed by the
- 183 candidate describing innovation and/or implementation in the department, college, and
- 184 university, as well as information regarding new classes, curricula, and other contributions
- 185 to the department, plus an explanatory narrative from the candidate;
- 186 • Research/creative achievement documentation: published and forthcoming items, plus an
- 187 explanatory narrative from the candidate (including descriptions of the items, such as peer-
- 188 reviewed or invited, where applicable). Materials “in progress” and those submitted for
- 189 publication but not accepted may be mentioned in the narrative to demonstrate a
- 190 candidate’s production but will not be regarded as equivalent to published items or items
- 191 documented as “forthcoming” or “in press;”
- 192 • Service documentation: materials demonstrating any initiative or innovation contributed to
- 193 the Department, College, or University, plus an explanatory narrative from the candidate.

194
195 **Dates, Deadlines, and Deliberations:**

- 196
- 197 • By **April 1**, a candidate for tenure and/or promotion must notify the department head in
- 198 writing of their intentions to apply in the given calendar year for tenure and/or promotion;
- 199 • By **April 15**, the department promotion and tenure committee, department head and
- 200 candidates seeking promotion will submit their list of potential external reviewers;
- 201 • By **the end of April**, the department promotion and tenure committee chair and department
- 202 head will select the combined list of 8–10 external reviewers;
- 203 • By **May 1**, packets (described above) will be sent to the selected reviewers with a response
- 204 letter requested by **September 1**;
- 205 • Around **August 15**, a reminder email will be sent (and again by September 10, if necessary)
- 206 to reviewers who have not yet replied;
- 207 • By **October 1**, dossiers for promotion and tenure applications will be submitted to the
- 208 department head, who will retain possession and make them available to promotion and
- 209 tenure committee members during that month before forwarding them to the College of
- 210 Education promotion and tenure committee;
- 211 • No later than **November 1**, the Department of Music promotion and tenure committee will
- 212 deliberate and make a recommendation on the question of promotion or promotion and
- 213 tenure in accordance with the provisions of the dossier review section of the Faculty
- 214 Handbook;
- 215 • Results of those deliberations and votes will be communicated in the form of a letter
- 216 composed by the promotion and tenure committee chair and reviewed/approved by all
- 217 members of the committee; two identical copies of that letter will be signed by all members
- 218 of the promotion and tenure committee, with one delivered confidentially to the department
- 219 head and the other delivered confidentially to the candidate;
- 220 • By **November 15**, or the first working day thereafter, each faculty member’s complete
- 221 dossier will be provided to the college promotion and tenure committee. This will include
- 222 letters of recommendation and rationale from both the department promotion and tenure
- 223 committee and the department head.

224
225 **Procedure for Third-Year Review:**

226

227 As charged by the Faculty Handbook, the Department of Music promotion and tenure committee
228 must conduct a review of non-tenured and tenure-track faculty by the end of the third year. For
229 tenure-track faculty members with a shortened probationary period specified in an offer letter, the
230 third-year review should be held at the mid-point of the individual's probationary period.

231
232 All third-year review candidates will submit the same materials submitted for promotion and/or
233 tenure except for external letters. It is advised to include peer reviews of teaching observations in
234 the packet. The promotion and tenure committee will offer mid-term advice regarding progress
235 toward promotion and tenure with respect to teaching, research/creative achievement, and service
236 for all ranks.

237
238 Dossiers for third-year reviews substantiate teaching, research/creative achievement, and service
239 activities and products undertaken at Mississippi State University since a candidate's initial
240 appointment to their tenure-track position. Documentary evidence dating from before a candidate's
241 initial tenure-track appointment – except for the candidate's *curriculum vitae* – will not be
242 considered and should not be included.

243 244 **Dates and Deadlines:**

245
246 Third-year dossiers should be submitted to the Department of Music Head by April 1 of the non-
247 tenured candidate's third year of tenure-track teaching. The Department of Music P&T Committee
248 will examine the candidate's dossier, deliberate in private, conduct votes regarding the candidate's
249 teaching, research/creative achievement, and service.

250
251 Professional track faculty members are not required to submit a third-year review. However, if a
252 professional track faculty member anticipates applying for promotion in the future, it is strongly
253 suggested that they submit a third-year review as described above for tenure track faculty. This
254 review would be evaluated in the areas of teaching and service only.

255 256 **Definitions of Teaching, Research/Creative Achievement, and Service**

257
258 Teaching, research/creative achievement, and service are defined and demonstrated within the
259 Department of Music by documented activities and products. Activities and products may overlap
260 the areas of teaching, research, and service. For purposes of evaluation, the same activity or
261 product may not be categorized within more than one area. Activities and products listed below
262 appear in no particular order of importance but should reflect progress towards developing a
263 national and/or international reputation in the candidate's field. Please refer to the Faculty
264 Handbook, Section C. Faculty Advancement.

265 266 **Teaching Expectations:**

267
268 Teaching is recognized as a primary function for tenure and non-tenured track faculty within the
269 Department of Music. Effective instruction and concern for student achievement is expected, and
270 there should be a clear demonstration of high-quality teaching. Documentation of teaching
271 activities and products within promotion and/or tenure application dossiers is required. Student

272 advising is a vital part of faculty responsibilities in the Department of Music and will be recognized
273 as part of an individual's teaching activities.

274 Teaching includes regular classroom and laboratory instruction; supervision of field work,
275 internships and performances, development of educational materials including books and
276 websites, materials developed with educational grants; and conduct of other academic programs
277 that confer university credit; and presentation of non-credit and off-campus public lectures and
278 demonstration, and other teaching activities that could be defined by the academic units.

279
280 Activities and products listed below appear in no particular order of importance and are not
281 necessarily regarded as equivalent in significance.

282
283 Candidates should submit, along with their documentation, a formal narrative that explains the
284 significance of their evidentiary items, as well as the nature of peer review received and the roles
285 of any co-authors or collaborators. Evidence not explicitly listed below may be submitted if
286 justified in the corresponding narrative.

287
288 **Examples of teaching activities and products suitable as support for promotion applications**
289 **within the Department of Music:**

- 290
- 291 ● Syllabi, outlines, pedagogical materials, examinations, and other methods of assessment
 - 292 originally created or adapted for the classroom;
 - 293 ● Teaching awards;
 - 294 ● Technologically enhanced instructional materials and protocols;
 - 295 ● Professional preparation for and conducting of class meetings and/or lessons, as attested
 - 296 by department head, peer, and student reviews;
 - 297 ● Audio, video or links to video recordings of teaching sessions, student ensemble
 - 298 performances, master classes;
 - 299 ● Presentation of master classes, workshops, and seminars;
 - 300 ● Social media or digital media publications related to teaching;
 - 301 ● Participation/attendance in pedagogical workshops or master classes;
 - 302 ● Participation in other professional development activities to enhance teaching;
 - 303 ● Undergraduate and graduate student theses and dissertations supervised, advised or part of
 - 304 committees;
 - 305 ● Grant proposals for instructional improvement, including new technology;
 - 306 ● New course development and course revisions;
 - 307 ● Class coverage and other teaching assistance provided to colleagues;
 - 308 ● Self-evaluations of teaching;
 - 309 ● Collaborative teaching projects or initiatives involving individuals from K-12 institutions,
 - 310 within or across MSU departments, from other colleges or universities, or with other
 - 311 professionals;
 - 312 ● Student awards, jobs, and other professional attainments;
 - 313 ● Students' posters, presentations, publications, and awards;
 - 314 ● Department head, peer review (non-administrator), and student evaluations;
 - 315 ● Letters from current students or alumni.

316
317 **Research and/or Creative Achievement Expectations:**

318
319 Research and/or creative achievement are recognized as primary functions for tenure track and
320 tenured faculty within the Department of Music. An active, ongoing, and documented program of
321 published and professionally presented research and/or creative achievement, recognized at the
322 national and international levels, is expected of every tenure-track and tenured faculty member.
323 No set number of published/presented research or creative achievement products is required, but
324 consistent output and appropriate quality corresponding to an expanding professional reputation
325 at the national and international levels are expected.

326
327 Like tenured and tenure-track faculty in other units, each tenured and tenure-track Music Faculty
328 member is expected to contribute to the research mission of Mississippi State University, and thus
329 enhance Mississippi State's national and international reputation. Such accomplishment(s) should
330 be obtained via peer-reviewed publications, peer-reviewed creative products, and/or peer-
331 reviewed activities. Peer review – a formal and critical process of evaluation – is recognized as a
332 means of quality control.

333
334 Prestigious products – articles published in national or international peer-reviewed journals,
335 national or international concerts, peer-reviewed presentations at national or international
336 conferences, peer-reviewed or critically-reviewed performances, peer-reviewed books, published
337 compositions, published arrangements and commercially released recordings, particularly by
338 readily-recognized publishers and companies – will receive higher ratings than similar
339 research/creative activities that are not peer-reviewed. Furthermore, candidates are expected to
340 explain the nature of review received by activities and/or products submitted for consideration in
341 an accompanying narrative, i.e., peer-reviewed, invited, volunteer. Candidates may not include
342 any activity in more than one category (teaching, research/creative activities, or service).

343
344 Excellence in research and creative achievement is affirmed through peer review using prevailing
345 standards within the discipline.

346
347 Credit for “authorship” is not dependent upon the order or author credits. For example, a co-author
348 of a refereed manuscript in a scholarly journal receives no more or less credit than does a sole
349 author. However, it is reasonable for those reviewing the promotion and tenure package to consider
350 the extent of the contribution of an individual author when numerous (ex. four or more) authors
351 receive credit for a work. Candidates are expected to explain their roles and contributions to
352 collaborative activities and/or products submitted for consideration in an accompanying narrative.
353 Research or creative achievement involving collaboration (i.e. with persons from K-12 institutions,
354 within or across departments, with persons from other colleges or universities, or with other
355 professionals) is accepted, appropriate, encouraged and should be documented.

356
357 Activities and products listed below appear in no particular order of importance and are not
358 necessarily regarded as equivalent in significance.

359
360 Candidates should submit, along with their documentation, a formal narrative that explains the
361 significance of their evidentiary items, as well as the nature of peer review received and the roles
362 of any co-authors or collaborators. Evidence not explicitly listed below may be submitted if
363 justified in the corresponding narrative.

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Examples of research/creative achievement activities and products suitable as support for promotion applications within the Department of Music:

- Published musical compositions and arrangements;
- Commissioned compositions or arrangements;
- Books;
- Research presentations at state, regional, national, and international conferences (peer-reviewed);
- Commercially released recordings;
- Book chapters;
- Journal articles;
- Published instructional material;
- Editions of music, books, journal issues;
- Guest conducting and performances at state, regional, national, and international venues;
- Research awards;
- Research grant proposals submitted and funded;
- Reviews of books, scores, CD/DVD recordings, and concerts (if subject to critical editorial review);
- Editorial work for professional journals or publishers;
- Leading seminars and invited workshops/master classes, lectures, performances, and presentations at other institutions, on campus, or at the regional, national, or international level;
- Performance as a member of a state or regional major ensemble, e.g., symphony orchestra;
- Social media, digital media recordings, or publications related to research/creativity;
- Privately released recordings;
- Audio, video, or links to video recordings of performances at state, regional, national, and international venues;
- Adjudication at campus, regional, national, or international levels;
- Campus and community performances (if not claimed as teaching or service);
- For conductors, campus concerts by the MSU ensembles they direct (if not claimed as teaching or service).

Service Expectations:

Service is recognized as a responsibility of all tenure and non-tenured track faculty within the Department of Music.

Service on departmental, college and university committees should involve some substantial contributions on the part of the applicant. Service to an individual’s professional societies, such as holding leadership positions, organizing meetings or conventions, and membership on committees and boards, will be important in the total evaluation of the applicant’s research record particularly when promotion to Rank 3 is sought. Service to the community, state and region, and service involving collaboration (i.e. service to K-12 institutions) is accepted and should be appropriately documented.

410 Activities and products listed below appear in no particular order of importance and are not
411 necessarily regarded as equivalent in significance. While departmental service is an essential
412 component of any faculty member's activities, items that indicate college-, university-, and
413 especially national- and international-level contributions are essential for achieving satisfactory
414 and excellent marks.

415
416 Candidates should submit, along with their documentation, a formal narrative that explains the
417 significance of their evidentiary items, as well as the nature of peer review received and the roles
418 of any co-authors or collaborators. Evidence not explicitly listed below may be submitted if
419 justified in the corresponding narrative.

420
421 **Examples of service activities suitable as support for promotions within the Department of**
422 **Music:**

- 423
- 424 ● Service to student activity groups;
 - 425 ● Service and leadership at the departmental level;
 - 426 ● Service and leadership at the college level;
 - 427 ● Service and leadership at the university level;
 - 428 ● Service and leadership roles with professional organizations - regional, state, and national;
 - 429 ● Service on conference program committees;
 - 430 ● Service on professional or scholarly boards
 - 431 ● Service awards;
 - 432 ● Departmental recruiting efforts;
 - 433 ● Student recital committee service;
 - 434 ● Program notes for concerts;
 - 435 ● Adjudication at campus, regional, national, or international levels;
 - 436 ● Social media or digital media publications related to service;
 - 437 ● Consultation;
 - 438 ● Student advising and lists of advisees;
 - 439 ● Faculty mentoring;
 - 440 ● Colleague teaching observation;
 - 441 ● Session chair at professional conferences;
 - 442 ● Campus and community performances (if not claimed as teaching or research/creative
443 activity);
 - 444 ● Service to the community;
 - 445 ● Service involving individuals from K-12 institutions, within or across MSU departments,
446 from other colleges or universities, or with other professionals.
- 447

448 **Criteria for the Evaluation of Teaching,**
449 **Research/Creative Achievement, and Service**

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451 **General Aspects of Evaluation for promotion and tenure:**

452
453 The following sets of examples communicate Department of Music expectations regarding
454 teaching, research/creative achievement, and service, and should be understood as generally

455 illustrative of what may be considered unsatisfactory, satisfactory, and excellent, given here for
456 guidance purposes.

457

458 **Examples suitable for the evaluation of teaching achievement:**

459

460 Unsatisfactory

- 461 ● Lacks a basic knowledge of the subject matter being taught, is not current with recent
- 462 developments and practices in the field
- 463 ● Substandard syllabi (not meeting NASM or CAEP standards)
- 464 ● No revision of existing courses
- 465 ● No evidence of teaching development
- 466 ● Poor-quality lectures
- 467 ● Consistent tardiness and/or early class dismissal
- 468 ● No evidence of students' success in and out of the pertained studio/classroom
- 469 ● No attendance at state/local pedagogical workshops/master classes/ meetings, leading
- 470 master classes/workshops

471

472 Satisfactory

- 473 ● Exhibits a basic knowledge of the subject matter being taught, is current with recent
- 474 developments in the field
- 475 ● Suitable syllabi (meeting NASM or CAEP standard, contains clear instructional
- 476 objectives), evidence of regular revision of existing courses, incorporation of appropriate
- 477 teaching methodologies (multimedia such as recordings and videos used in the course of
- 478 teaching)
- 479 ● Attendance at state/local pedagogical workshops/master classes/ meetings, leading master
- 480 classes/workshops

481

482 Excellent

- 483 ● Is an authority in the field, creates new research and methodologies in the field
- 484 ● Outstanding syllabi (extensive and up-to-date bibliography which includes recordings,
- 485 videos, internet resources as well as journals and texts, comprehensive schedule of course
- 486 activities), external recognition of student work/performance, awarded grants which
- 487 support teaching or curriculum development
- 488 ● Attendance at national/international pedagogical workshops/master classes/meetings,
- 489 leading master classes/workshops on a national or international level
- 490 ● Teaching awards

491

492 **Examples suitable for the evaluation of research/creative achievement:**

493

494 Unsatisfactory

- 495 ● No performances/publications or demonstrated professional activities in the area of
- 496 specialization over the course of the evaluative period
- 497 ● Underprepared concerts, lectures, presentations and/or publications

498

499 Satisfactory

- 500 ● Local performances

- 501 ● Publications in local/state newsletters or organization journals
- 502 ● Compositions/arrangements/transcriptions performed on campus or regional level
- 503 ● Teaching/leading seminars, workshops/master classes on campus or regional level
- 504 ● Conducting: guest conducting regional/state ensemble

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506 Excellent

- 507 ● National or international performances
- 508 ● Recordings published by a recognized, respected company in the field
- 509 ● Publications in journals with external peer reader review
- 510 ● Publishing or editing a nationally or internationally disseminated peer-reviewed journal in
- 511 area of specialization (if not claimed as service)
- 512 ● Compositions/arrangements/transcriptions performed on a national or international level
- 513 ● Teaching/leading seminars, workshops/master classes on a national or international level
- 514 ● Conducting: guest conducting at a national/international and all-state ensembles
- 515 ● Research awards

516

517 **Examples suitable for the evaluation of service achievement:**

518

519 Unsatisfactory

- 520 ● No visible committee services
- 521 ● No recruiting contributions
- 522 ● No membership in professional organizations in the area of specialization
- 523 ● Poor quality departmental work
- 524 ● Failure to do assigned tasks or frequent absences from department, college, or university
- 525 meetings

526

527 Satisfactory

- 528 ● Member of departmental committee(s)
- 529 ● Member of college or university level committees
- 530 ● Modest contributions in meetings, committees, activity groups, recruiting efforts, etc.
- 531 ● Local recruiting efforts
- 532 ● Member of professional organization(s) in area of specialization

533

534 Excellent

- 535 ● Chair college/university committee(s)
- 536 ● Regional recruiting efforts
- 537 ● Officer in state, regional, or national organization
- 538 ● Publishing or editing a nationally or internationally disseminated peer-reviewed journal in
- 539 area of specialization (if not claimed as research/creative achievement)
- 540 ● Prominent role in a prestigious society in the faculty member's area of specialization
- 541 ● Service awards at the college, university, or professional service level

542

543 **Geographical Guidelines for Local, State, Regional, National and**
 544 **International**

545

546 For purposes of evaluation, geographic regions are defined as follows:

- 547 ● Local: Includes events on campus or in the City of Starkville
- 548 ● State: In the State of Mississippi
- 549 ● Regional: Alabama, Tennessee, Arkansas, and Louisiana
- 550 ● National: All states except Alabama, Tennessee, Arkansas, and Louisiana
- 551 ● International: Outside of the 50 designated United States

552 *Any event, regardless of geographical location, that is named a regional, national, or international
 553 event/convention/conference, should be classified as such. For example: if the American Choral
 554 Directors Association National Conference is held in Nashville, this event is classified as a
 555 “national” event even though it is taking place in a “regional” geographic area.

556 **Structure of the Promotion and Tenure Committee**

557
 558
 559 The structure of the Department of Music Promotion and Tenure Committee corresponds to the
 560 applications scheduled for review in a given academic year.

561
 562 The department committee may include any faculty track. The promotion and tenure procedures
 563 must specify the inclusiveness of the committee composition and clearly establish the eligibility
 564 for voting and participation within the department promotion and tenure process. In departments
 565 where there may be professional-track faculty of rank serving on department committees along
 566 with tenured faculty, it is permissible for all faculty members on the committee of appropriate rank
 567 to vote on promotion to Rank 2 or to Rank 3. Only tenured faculty members on the committee can
 568 vote on the tenure decision. When a candidate is being considered for promotion to associate
 569 professor or to professor and for tenure at the same time, any non-agreement of the promotion
 570 vote, and the tenure vote will be resolved by vote of only the tenured faculty members on the
 571 committee.

572
 573 The faculty will determine the structure of its promotion and tenure committee, subject to the
 574 conditions that:

- 575 ● A minimum of three tenured faculty must be available to vote on tenure decisions
- 576 ● Committee members must hold a rank (2, 3) at or above the candidate’s aspirant rank to
 577 vote on each case. For example, a Rank 2 faculty member cannot vote on a candidate’s
 578 promotion to Rank 3. The department promotion and tenure policies shall describe the
 579 procedures that will be followed if sufficient numbers of members are not available because
 580 of absence, recusal or insufficient rank. Only tenured faculty may vote on a tenure
 581 recommendation
- 582 ● Unless a unit uses a committee-of-the-whole, the members of the committee must be
 583 elected. The length of terms will be determined by the unit
- 584 ● No member of the committee will consider the application of a relative. Appearance of
 585 conflicts of interest should be avoided
- 586 ● No faculty member functioning as an administrator, department head or director of an
 587 academic unit will be a member of the committee
- 588 ● A faculty member serving on the college promotion and tenure committee may observe but
 589 neither participate nor vote in a candidate’s promotion or tenure review at the department
 590 level
- 591 ● The membership of the committee will be made known to the faculty

- 592 • An individual will not serve in a year that their promotion application is being considered.
593

594 The Department of Music Promotion and Tenure Committee normally consists of all department
595 faculty holding Rank 2 or above. Limitations on participation (e.g. being considered for
596 promotion; College or University P&T Committee service) are described previously in this
597 document. The chair of the committee will be elected annually at the first faculty meeting of the
598 academic year.

599
600 Promotion and Tenure Committee Chair(s) are responsible for conducting meetings and votes on
601 third-year reviews and promotion and tenure applications, coordination of the writing of
602 corresponding letters, and coordinating the revision of this Promotion and Tenure Policies and
603 Procedures document as needed.

604
605 The Department of Music Promotion and Tenure Committee and Chair are expected to observe
606 and follow the corresponding provisions established in the Mississippi State University Faculty
607 Handbook and in the College of Education’s Promotion and Tenure Guidelines.
608

609 **Criteria for Service on the Promotion and Tenure Committee** 610

611 Service on the Department of Music Promotion and Tenure Committee is required of all tenured
612 faculty, except for those serving on the College of Education Promotion and Tenure Committee
613 and the Department Head. With those exceptions, the Department of Music Promotion and Tenure
614 Committee is understood to be a “committee of the whole”, which may include any faculty track.
615

616 In the event that a minimum of three Department of Music Professors are not available for service
617 when an application for promotion to Rank 3 is to be evaluated, the Department Head will make
618 requests to other faculty within the College of Education, and beyond, if necessary, to fill the
619 needed membership.
620

621 **Specific and Unique Aspects Characteristic of the Department of Music** 622

623 The Mississippi State University Faculty Handbook directs departments to describe any specifics,
624 including any uniqueness, of the department or school in which the individual is to be tenured.
625 This section addresses such specific and unique aspects.
626

627 **Equivalency Guide for Research/Creative Achievement** 628

629 While the teaching mission of the Department of Music corresponds to that of other units within
630 the College of Education at Mississippi State University, many research and creative achievement
631 activities do not have readily apparent parallels in other disciplines. The following set of
632 equivalencies serves as a guide in understanding the relative significance of various activities. It
633 is not exhaustive, nor does it account for all possibilities.
634

635 The following are understood to be equivalent to an article published in a peer-refereed journal
636 or a chapter in a peer-reviewed book:

- 637 ● A full solo recital presented regionally, nationally, or internationally
- 638 ● A single work on a commercially released recording
- 639 ● A short published composition (art song, single movement instrumental work, etc.)
- 640 ● A concerto performed with an orchestra
- 641 ● A role in a professionally staged opera
- 642 ● An invited conducting appearance (state, regional/national/international)

643

The following are understood to be equivalent to a published book:

- 645 ● A published major composition (symphony, concerto, multi-movement chamber work, opera, etc.) The committee also recognizes that the publishing industry is rapidly changing in the 21st century and will evaluate compositions based on the specific nature of the dissemination, giving weight to a peer-reviewed process in some form.
- 649 ● A complete recording. Recordings on commercial labels or distributed as a result of a peer-reviewed process are weighted more heavily than self-published or self-produced recordings. The committee also recognizes that the recording industry is rapidly changing in the 21st century and will evaluate recordings based on the specific nature of the dissemination, giving weight to a peer-reviewed process in some form.

654

Professional journals appropriate for promotion and tenure applications by specialty

655

657 Articles in the following print and online journals may be recognized as appropriate evidence for promotion and tenure applications from the Department of Music. Articles subject to refereed peer review, as well as editor-invited articles, will receive higher ratings. Candidates are encouraged to specify the kind of journal – print or online – in which each of their published articles appears within the formal narrative supplied with their documentation. In addition, the nature of review received by each article, which may include: 1) critical external peer-reader review (single or multiple), 2) critical editorial board review, 3) critical editor review, or 4) non-critical editorial review/refinement should be indicated. Finally, if the publication was invited, this also should be indicated.

666

Conducting

668

- 668 ● *Choral Director*
- 669 ● *Choral Journal*
- 670 ● *International Journal of Research in Choral Singing*
- 671 ● *Journal of the Conductor’s Guild*
- 672 ● *National Band Association Journal*
- 673 ● *College Band Directors National Association Report*
- 674 ● *Journal of Band Research*
- 675 ● *Journal of the Conductors Guild*
- 676 ● *World Association of Symphonic Bands and Ensembles Journal*

677

Multidisciplinary Journals

679

- 679 ● *College Music Symposium*
- 680 ● *College Music Society*

681

Music Education

682

- 683 ● *American Music Teacher*
- 684 ● *The Instrumentalist*
- 685 ● *International Journal of Music Education*
- 686 ● *Journal of Music Teacher Education*
- 687 ● *Journal of Research in Music Education*
- 688 ● *Music Education Research*
- 689 ● *Music Educators Journal*
- 690 ● *Teaching Music*
- 691 ● *School Band and Orchestra*

692

693 Music Theory

- 694 ● *Indiana Theory Review*
- 695 ● *Intégral*
- 696 ● *Journal of Music Theory*
- 697 ● *Journal of Music Theory Pedagogy*
- 698 ● *Journal of Schenkerian Studies*
- 699 ● *Music Analysis*
- 700 ● *Music Theory Online*
- 701 ● *Music Theory Spectrum*
- 702 ● *Perspectives of New Music*
- 703 ● *Theory and Practice*

704

705 Musicology

- 706 ● *Acta Musicologica*
- 707 ● *Cambridge Opera Journal*
- 708 ● *Computer Music Journal*
- 709 ● *Current Musicology*
- 710 ● *Early Music*
- 711 ● *Eighteenth-Century Music*
- 712 ● *Ethnomusicology*
- 713 ● *Ethnomusicology Online*
- 714 ● *Ethnomusicology Forum*
- 715 ● *Jazz Research Journal*
- 716 ● *Journal of the American Musicological Society*
- 717 ● *Journal of Music History Pedagogy*
- 718 ● *Journal of Musicology*
- 719 ● *Journal of Musicological Research*
- 720 ● *Journal of the Royal Musical Association*
- 721 ● *Journal of Seventeenth-Century Music*
- 722 ● *Journal of the Society for American Music*
- 723 ● *Journal of the Society for Musicology in Ireland*
- 724 ● *Music and Letters*
- 725 ● *Music and the Moving Image*
- 726 ● *Musical Quarterly*
- 727 ● *Musical Times*
- 728 ● *Nineteenth Century Music*

- 729 ● *Nineteenth-Century Music Review*
- 730 ● *Notes*
- 731 ● *Opera Quarterly*
- 732 ● *Twentieth Century Music*
- 733 ● *Twenty-First Century Music*
- 734
- 735 Performance
- 736 ● *American Music Teacher*
- 737 ● *Clavier Companion*
- 738 ● *Early Keyboard Journal*
- 739 ● *Flutist Quarterly*
- 740 ● *Instrumentalist*
- 741 ● *International Double Reed Society*
- 742 ● *International Journal of Music*
- 743 ● *International Trombone Association Journal*
- 744 ● *International Trumpet Guild Journal*
- 745 ● *International Tuba Euphonium Association Journal*
- 746 ● *Music Teachers National Association*
- 747 ● *National Association of College Wind & Percussion Instructors (NACWPI)*
- 748 ● *NATS Journal*
- 749 ● *Percussive Notes*
- 750 ● *The Clarinet Journal – International Clarinet Association*
- 751 ● *The Clarinet & Saxophone Society of Great Britain*
- 752 ● *The Flute Examiner*
- 753 ● *The Flute View*
- 754 ● *The Saxophone Symposium – Journal of the North American Saxophone Alliance*
- 755 ● *The Strad*