

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

50

51 Further, collegiality:

52 • will not be associated with ensuring homogeneity and hence with practices that exclude
53 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 “enthusiasm” or
56 “dedication,” evince “a constructive attitude” that will “foster harmony,” or display an
57 excessive deference to administrative or faculty decisions where these may require
58 reasoned discussion.

59 • will not be confused with participation in social gatherings outside of the normal scope of
60 the faculty member's roles related to research, teaching, and service.

61 • will not necessarily be in conflict with criticism and opposition.

62

63 In addition, a tenure-track faculty member's performance will be judged based on criteria in
64 written policy statements developed by the appropriate academic units. In evaluating a tenure-
65 track faculty member being considered for tenure and/or promotion, the appropriate faculty
66 committees and academic administrators will give adequate consideration to the faculty member's
67 professional performance as a function of their relative academic workload assignments within the
68 seven categories required by the IHL Board. Adequate consideration of a tenure case consists of a
69 conscientious review, which seeks out and considers all available evidence bearing on the relevant
70 performance of the faculty member and assumes that the various academic units follow their
71 approved procedural guidelines during the tenure and promotion review process. Such
72 consideration should be based upon adequate deliberation over the evidence in light of relevant
73 standards and exclusive of improper standards (i.e., any criterion not related to the professional
74 performance of the faculty member). The evaluation of a tenure case should constitute a bona fide
75 exercise of professional academic judgment.

76

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

79

80 1. *Professional training and experience.*

81

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

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

- 94 3. *Effectiveness, accuracy, and integrity in communications.* The IHL Board endorses the
95 American Association of University Professors' (AAUP) Statement of Principles on
96 Academic Freedom and Tenure, which states in part: "When they speak or write as citizens,
97 they should be free from institutional censorship or discipline, but their special position in
98 the community imposes special obligations. As scholars and educational officers, they
99 should remember that the public may judge their profession and their institution by their
100 utterances. Hence, they should at all times be accurate, should exercise appropriate
101 restraint, should show respect for the opinions of others, and should make every effort to
102 indicate that they are not speaking for the institution."
103
- 104 4. *Effectiveness in interpersonal relationships, including collegiality, professional ethics,*
105 *cooperativeness, resourcefulness, and responsibility.*
106
- 107 5. *The absence of malfeasance, inefficiency and contumacious conduct in the faculty*
108 *member's performance of their faculty position at the university.*
109
- 110 6. *Professional growth, such as research, publications, and creative activities.* Criteria for
111 assessing research and/or creative achievement activities may include systematic, original
112 investigation directed toward the enlargement or validation of human knowledge, the
113 solution of contemporary problems, or the exploration of creative forms that bring greater
114 meaning to life. Excellence in research and/or creative achievement must be established by
115 critical peer evaluation, using standards prevailing in the discipline. Excellence may be
116 documented by books, articles, or reviews published by commercial or university presses
117 or in refereed journals of international, national, or regional prestige; research grants,
118 leading to high quality research, intellectual property; presentation of papers before
119 professional groups; invited participation in scholarly conferences; editorial work for
120 professional journals or publishers; or artistic or humanistic performances, presentations,
121 or shows. Evidence of substantive progress on long-term projects that meet the criteria
122 above may be considered as specified by the academic units.
123
- 124 7. *Service and other non-teaching activities that reflect favorably upon the institution.*
125 Criteria for assessing service activities may include activities which enhance the scholarly
126 life of the university or the discipline, improve the quality of life or society, or promote the
127 general welfare of the institution, the community, the state, the nation, or international
128 community. Thus, it includes outreach and extension of academic knowledge to the public,
129 participation on department, college, or university committees, or on regional, national, or
130 international scholarly committees, boards, or review panels, or on public boards as a
131 representative of the scholarly community. Membership or participation in such bodies
132 may constitute satisfactory service, but excellence requires leadership or initiative leading
133 to substantial improvements or progress.
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135 **Criteria for External Letters of Reference**

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

Reviewers will be advised that not all of the candidate’s supporting materials can be included due to the size of the dossiers (see the discussion below), but they should presume that the given documents accurately portray the candidate’s most significant accomplishments. The reviewers also will be assured that with reasonable certainty their letter will not be seen by the candidate.

Dossiers for Promotion and Tenure Applications

Dossiers for promotion and tenure applications substantiate teaching, research/creative achievement, and service activities and products undertaken at Mississippi State University since a candidate’s initial appointment to a tenure-track position or since the candidate’s last promotion. Prior documentary evidence, except for the candidate’s *curriculum vitae*, will not be considered and should not be included. More specifically, dossiers for promotion and tenure applications should include the following items:

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

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

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194 **Dates, Deadlines, and Deliberations**

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196 By **April 1**, a candidate for tenure and/or promotion must notify the department head in writing
197 of their intention to apply in the given calendar year for tenure and/or promotion.

198

199 By **April 15**, the department promotion and tenure committee, department head and candidates
200 seeking promotion will submit their list of potential external reviewers.

201

202 By **the end of April**, the department promotion and tenure committee chair and department head
203 will select the combined list of 8–10 external reviewers.

204

205 By **May 1**, packets (described above) will be sent to the selected reviewers with a response letter
206 requested by **September 1**.

207

208 Around **August 15**, a reminder email will be sent (and again by September 10, if necessary) to
209 reviewers who have not yet replied.

210

211 By **October 1**, dossiers for promotion and tenure applications will be submitted to the department
212 head, who will retain possession and make them available to promotion and tenure committee
213 members during that month before forwarding them to the College of Education Promotion and
214 Tenure Committee.

215

216 No later than **November 1**, the Department of Music Promotion and Tenure Committee will
217 deliberate and make a recommendation on the question of promotion or promotion and tenure in
218 accordance with the provisions of the dossier review section of the Faculty Handbook. Results of
219 those deliberations and votes will be communicated in the form of a letter composed by the
220 promotion and tenure committee chair and reviewed/approved by all members of the committee;
221 two identical copies of that letter will be signed by all members of the promotion and tenure
222 committee, with one delivered confidentially to the department head and the other delivered
223 confidentially to the candidate.

224

225 By **November 15**, or the first working day thereafter, each faculty member’s complete dossier will
226 be provided to the college promotion and tenure committee. This will include letters of

227 recommendation and rationale from both the department promotion and tenure committee and the
228 department head.

229

230 **Procedure for Third-Year Review**

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232 As charged by the Faculty Handbook, the Department of Music Promotion and Tenure Committee
233 must conduct a review of non-tenured and tenure-track faculty by the end of the third year. For
234 tenure-track faculty members with a shortened probationary period specified in an offer letter, the
235 third-year review should be held at the mid-point of the individual's probationary period.

236

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

242

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

248

249 **Dates and Deadlines**

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

255

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

260

261 **Definitions of Teaching, Research/Creative Achievement, and Service**

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

270

271 **Teaching Expectations**

272

273 Teaching is recognized as a primary function for tenure-track and nontenure-track faculty within
274 the Department of Music. Effective instruction and concern for student achievement is expected,
275 and there should be a clear demonstration of high-quality teaching. Documentation of teaching
276 activities and products within promotion and/or tenure application dossiers is required. Student
277 advising is a vital part of faculty responsibilities in the Department of Music and will be recognized
278 as part of an individual's teaching activities.

279
280 Teaching includes regular classroom and laboratory instruction; supervision of field work,
281 internships, and performances; development of educational materials including books and
282 websites, as well as materials developed with educational grants; conduct of other academic
283 programs that confer university credit; presentation of non-credit and off-campus public lectures
284 and demonstration; and other teaching activities that could be defined by the academic units.

285
286 Activities and products listed below appear in no particular order of importance and are not
287 necessarily regarded as equivalent in significance.

288
289 Candidates should submit, along with their documentation, a formal narrative that explains the
290 significance of their evidentiary items, as well as the nature of peer review received and the roles
291 of any co-authors or collaborators. Evidence not explicitly listed below may be submitted if
292 justified in the corresponding narrative.

293
294 **Examples of teaching activities and products suitable as support for promotion applications**
295 **within the Department of Music:**

- 296
297
- Syllabi, outlines, pedagogical materials, examinations, and other methods of assessment originally created or adapted for the classroom;
 - Teaching awards;
 - Technologically enhanced instructional materials and protocols;
 - Professional preparation for and conducting of class meetings and/or lessons, as attested by department head, peer, and student reviews;
 - Audio, video, or links to video recordings of teaching sessions, student ensemble performances, and master classes;
 - Presentation of master classes, workshops, and seminars;
 - Social media or digital media publications related to teaching;
 - Participation/attendance in pedagogical workshops or master classes;
 - Participation in other professional development activities to enhance teaching;
 - Undergraduate and graduate student theses and dissertations supervised, advised or part of committees;
 - Grant proposals for instructional improvement, including new technology;
 - New course development and course revisions;
 - Class coverage and other teaching assistance provided to colleagues;
 - Self-evaluations of teaching;
 - Collaborative teaching projects or initiatives involving individuals from K-12 institutions, within or across MSU departments, from other colleges or universities, or with other professionals;
- 317

- 318 • Student awards, jobs, and other professional attainments;
- 319 • Students' posters, presentations, publications, and awards;
- 320 • Department head, peer review (non-administrator), and student evaluations;
- 321 • Letters from current students or alumni.

322

323 **Research and/or Creative Achievement Expectations**

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

332

333 Like tenured and tenure-track faculty in other units, each tenured and tenure-track music faculty
334 member is expected to contribute to the research mission of Mississippi State University, and thus
335 enhance Mississippi State's national and international reputation. Such accomplishment(s) should
336 be obtained via peer-reviewed publications, peer-reviewed creative products, and/or peer-
337 reviewed activities. Peer review – a formal and critical process of evaluation – is recognized as a
338 means of quality control.

339

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

349

350 Excellence in research and creative achievement is affirmed through peer review using prevailing
351 standards within the discipline.

352

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

362

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

365
366 Candidates should submit, along with their documentation, a formal narrative that explains the
367 significance of their evidentiary items, as well as the nature of peer review received and the roles
368 of any co-authors or collaborators. Evidence not explicitly listed below may be submitted if
369 justified in the corresponding narrative.

370
371 **Examples of research/creative achievement activities and products suitable as support for**
372 **promotion applications within the Department of Music:**

- 373
- 374 • Published musical compositions and arrangements;
 - 375 • Commissioned compositions or arrangements;
 - 376 • Research presentations at state, regional, national, and international conferences (peer-
377 reviewed);
 - 378 • Commercially released recordings;
 - 379 • Books;
 - 380 • Book chapters;
 - 381 • Journal articles;
 - 382 • Published instructional material;
 - 383 • Editions of music, books, journal issues;
 - 384 • Guest conducting and performances at state, regional, national, and international venues;
 - 385 • Research awards;
 - 386 • Research grant proposals submitted and funded;
 - 387 • Reviews of books, scores, CD/DVD recordings, and concerts (if subject to critical editorial
388 review);
 - 389 • Editorial work for professional journals or publishers;
 - 390 • Leading seminars and invited workshops/master classes, lectures, performances, and
391 presentations at other institutions, on campus, or at the regional, national, or international
392 level;
 - 393 • Performance as a member of a state or regional major ensemble, e.g., symphony orchestra;
 - 394 • Social media, digital media recordings, or publications related to research/creativity;
 - 395 • Privately released recordings;
 - 396 • Audio, video, or links to video recordings of performances at state, regional, national, and
397 international venues;
 - 398 • Adjudication at campus, regional, national, or international levels;
 - 399 • Campus and community performances (if not claimed as teaching or service);
 - 400 • For conductors, campus concerts by the MSU ensembles they direct (if not claimed as
401 teaching or service).

402
403 **Service Expectations**

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405 Service is recognized as a responsibility of all tenure-track and nontenure-track faculty within the
406 Department of Music.

407

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

415
416 Activities and products listed below appear in no particular order of importance and are not
417 necessarily regarded as equivalent in significance. While departmental service is an essential
418 component of any faculty member's activities, items that indicate college, university, and
419 especially national and international level contributions are essential for achieving satisfactory and
420 excellent marks.

421
422 Candidates should submit, along with their documentation, a formal narrative that explains the
423 significance of their evidentiary items, as well as the nature of peer review received and the roles
424 of any co-authors or collaborators. Evidence not explicitly listed below may be submitted if
425 justified in the corresponding narrative.

426
427 **Examples of service activities suitable as support for promotions within the Department of**
428 **Music:**

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

453
454 **Criteria for the Evaluation of Teaching,**
455 **Research/Creative Achievement, and Service**
456

457 **General Aspects of Evaluation for Promotion and Tenure**
458

459 The following sets of examples communicate Department of Music expectations regarding
460 teaching, research/creative achievement, and service, and should be understood as generally
461 illustrative of what may be considered unsatisfactory, satisfactory, and excellent, given here for
462 guidance purposes.
463

464 **Examples suitable for the evaluation of teaching achievement:**
465

466 Unsatisfactory

- 467 ● Lacks a basic knowledge of the subject matter being taught, is not current with recent
468 developments and practices in the field
- 469 ● Substandard syllabi (not meeting NASM or CAEP standards)
- 470 ● No revision of existing courses
- 471 ● No evidence of teaching development
- 472 ● Poor-quality lectures
- 473 ● Consistent tardiness and/or early class dismissal
- 474 ● No evidence of students' success in and out of the pertained studio/classroom
- 475 ● No attendance at state/local pedagogical workshops/master classes/ meetings, leading
476 master classes/workshops
477

478 Satisfactory

- 479 ● Exhibits a basic knowledge of the subject matter being taught, is current with recent
480 developments in the field
- 481 ● Suitable syllabi (meeting NASM or CAEP standard, contains clear instructional
482 objectives), evidence of regular revision of existing courses, incorporation of appropriate
483 teaching methodologies (multimedia such as recordings and videos used in the course of
484 teaching)
- 485 ● Attendance at state/local pedagogical workshops/master classes/ meetings, leading master
486 classes/workshops
487

488 Excellent

- 489 ● Is an authority in the field, creates new research and methodologies in the field
- 490 ● Outstanding syllabi (extensive and up-to-date bibliography which includes recordings,
491 videos, internet resources as well as journals and texts, comprehensive schedule of course
492 activities), external recognition of student work/performance, awarded grants which
493 support teaching or curriculum development
- 494 ● Attendance at national/international pedagogical workshops/master classes/meetings,
495 leading master classes/workshops on a national or international level
- 496 ● Teaching awards
497

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

- 499
500 Unsatisfactory
501 • No performances/publications or demonstrated professional activities in the area of
502 specialization over the course of the evaluative period
503 • Underprepared concerts, lectures, presentations, and/or publications
504

- 505 Satisfactory
506 • Local performances
507 • Publications in local/state newsletters or organization journals
508 • Compositions/arrangements/transcriptions performed on campus or regional level
509 • Teaching/leading seminars, workshops/master classes on campus or regional level
510 • Conducting: guest conducting regional/state ensemble
511

- 512 Excellent
513 • National or international performances
514 • Recordings published by a recognized, respected company in the field
515 • Publications in journals with external peer reader review
516 • Publishing or editing a nationally or internationally disseminated peer-reviewed journal in
517 area of specialization (if not claimed as service)
518 • Compositions/arrangements/transcriptions performed on a national or international level
519 • Teaching/leading seminars, workshops/master classes on a national or international level
520 • Conducting: guest conducting at a national/international and all-state ensembles
521 • Research awards
522

523 **Examples suitable for the evaluation of service achievement:**
524

- 525 Unsatisfactory
526 • No visible committee service
527 • No recruiting contributions
528 • No membership in professional organizations in the area of specialization
529 • Poor quality departmental work
530 • Failure to do assigned tasks or frequent absences from department, college, or university
531 meetings
532

- 533 Satisfactory
534 • Member of departmental committee(s)
535 • Member of college or university level committees
536 • Modest contributions in meetings, committees, activity groups, recruiting efforts, etc.
537 • Local recruiting efforts
538 • Member of professional organization(s) in area of specialization
539

- 540 Excellent
541 • Chair college/university committee(s)
542 • Regional recruiting efforts
543 • Officer in state, regional, or national organization

- 544 • Publishing or editing a nationally or internationally disseminated peer-reviewed journal in
545 area of specialization (if not claimed as research/creative achievement)
546 • Prominent role in a prestigious society in the faculty member’s area of specialization
547 • Service awards at the college, university, or professional service level
548

549 **Geographical Guidelines for Local, State, Regional, National, and** 550 **International**

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

- 552 • Local: Includes events on campus or in the city of Starkville
- 553 • State: In the state of Mississippi
- 554 • Regional: Alabama, Tennessee, Arkansas, and Louisiana
- 555 • National: All states except Alabama, Tennessee, Arkansas, and Louisiana
- 556 • International: Outside of the 50 designated United States
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- 558

559 *Any event, regardless of geographical location, that is named a regional, national, or international
560 event/convention/conference, should be classified as such. For example: if the American Choral
561 Directors Association National Conference is held in Nashville, this event is classified as a
562 “national” event even though it is taking place in a “regional” geographic area.
563

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

565
566 The structure of the Department of Music Promotion and Tenure Committee corresponds to the
567 applications scheduled for review in a given academic year.
568

569 The department committee may include any faculty track. The promotion and tenure procedures
570 must specify the inclusiveness of the committee composition and clearly establish the eligibility
571 for voting and participation within the department promotion and tenure process. In departments
572 where there may be professional-track faculty of rank serving on department committees along
573 with tenured faculty, it is permissible for all faculty members on the committee of appropriate rank
574 to vote on promotion to Rank 2 or to Rank 3. Only tenured faculty members on the committee can
575 vote on the tenure decision. When a candidate is being considered for promotion to associate
576 professor or to professor and for tenure at the same time, any non-agreement of the promotion
577 vote, and the tenure vote will be resolved by vote of only the tenured faculty members on the
578 committee.
579

580 The faculty will determine the structure of its promotion and tenure committee, subject to the
581 conditions that:

- 582 • A minimum of three tenured faculty must be available to vote on tenure decisions;
- 583 • Committee members must hold a rank (i.e., 2, 3) at or above the candidate’s aspirant rank
584 to vote on each case. For example, a Rank 2 faculty member cannot vote on a candidate’s
585 promotion to Rank 3. The department promotion and tenure policies shall describe the
586 procedures that will be followed if sufficient numbers of members are not available because
587 of absence, recusal, or insufficient rank. Only tenured faculty may vote on a tenure
588 recommendation;

- 589 • Unless a unit uses a committee-of-the-whole, the members of the committee must be
590 elected. The length of terms will be determined by the unit;
- 591 • No member of the committee will consider the application of a relative. Appearance of
592 conflict of interest should be avoided;
- 593 • No faculty member functioning as an administrator, department head or director of an
594 academic unit will be a member of the committee;
- 595 • A faculty member serving on the college promotion and tenure committee may observe but
596 neither participate nor vote in a candidate’s promotion or tenure review at the department
597 level;
- 598 • The membership of the committee will be made known to the faculty; and
- 599 • An individual will not serve in a year that their promotion application is being considered.
600

601 The Department of Music Promotion and Tenure Committee normally consists of all department
602 faculty holding Rank 2 or above. Limitations on participation (e.g., being considered for
603 promotion, college or university P&T committee service) are described previously in this
604 document. The chair of the committee will be elected annually at the first faculty meeting of the
605 academic year.
606

607 Promotion and tenure committee chair(s) are responsible for conducting meetings and votes on
608 third-year reviews and promotion and tenure applications, coordination of the writing of
609 corresponding letters, and coordinating the revision of this promotion and tenure policies and
610 procedures document as needed.
611

612 The Department of Music Promotion and Tenure Committee and chair are expected to observe
613 and follow the corresponding provisions established in the Mississippi State University Faculty
614 Handbook and in the College of Education’s promotion and tenure guidelines.
615

616 **Criteria for Service on the Promotion and Tenure Committee** 617

618 Service on the Department of Music Promotion and Tenure Committee is required of all tenured
619 faculty, except for those serving on the College of Education Promotion and Tenure Committee
620 and the department head. With those exceptions, the Department of Music Promotion and Tenure
621 Committee is understood to be a “committee of the whole,” which may include any faculty track.
622

623 In the event that a minimum of three Department of Music Professors are not available for service
624 when an application for promotion to Rank 3 is to be evaluated, the department head will make
625 requests to other faculty within the College of Education, and beyond, if necessary, to fill the
626 needed membership.
627

628 **Specific and Unique Aspects Characteristic of the Department of Music** 629

630 The Mississippi State University Faculty Handbook directs departments to describe any specifics,
631 including any uniqueness, of the department or school in which the individual is to be tenured.
632 This section addresses such specific and unique aspects.
633

634 **Equivalency Guide for Research/Creative Achievement**

635

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

641

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

644

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

650

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

652

- 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.
- 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.

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662 **Professional Journals Appropriate for Promotion and Tenure Applications by Specialty**

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

673

674 Conducting

675

- *Choral Director*
- *Choral Journal*
- *International Journal of Research in Choral Singing*
- *Journal of the Conductor's Guild*
- *National Band Association Journal*

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- 680 • *College Band Directors National Association Report*
- 681 • *Journal of Band Research*
- 682 • *Journal of the Conductors Guild*
- 683 • *World Association of Symphonic Bands and Ensembles Journal*

684

685 Multidisciplinary Journals

- 686 • *College Music Symposium*
- 687 • *College Music Society*

688

689 Music Education

- 690 • *American Music Teacher*
- 691 • *The Instrumentalist*
- 692 • *International Journal of Music Education*
- 693 • *Journal of Music Teacher Education*
- 694 • *Journal of Research in Music Education*
- 695 • *Music Education Research*
- 696 • *Music Educators Journal*
- 697 • *Teaching Music*
- 698 • *School Band and Orchestra*

699

700 Music Theory

- 701 • *Indiana Theory Review*
- 702 • *Intégral*
- 703 • *Journal of Music Theory*
- 704 • *Journal of Music Theory Pedagogy*
- 705 • *Journal of Schenkerian Studies*
- 706 • *Music Analysis*
- 707 • *Music Theory Online*
- 708 • *Music Theory Spectrum*
- 709 • *Perspectives of New Music*
- 710 • *Theory and Practice*

711

712 Musicology

- 713 • *Acta Musicologica*
- 714 • *Cambridge Opera Journal*
- 715 • *Computer Music Journal*
- 716 • *Current Musicology*
- 717 • *Early Music*
- 718 • *Eighteenth-Century Music*
- 719 • *Ethnomusicology*
- 720 • *Ethnomusicology Online*
- 721 • *Ethnomusicology Forum*
- 722 • *Jazz Research Journal*
- 723 • *Journal of the American Musicological Society*

- 724 • *Journal of Music History Pedagogy*
- 725 • *Journal of Musicology*
- 726 • *Journal of Musicological Research*
- 727 • *Journal of the Royal Musical Association*
- 728 • *Journal of Seventeenth-Century Music*
- 729 • *Journal of the Society for American Music*
- 730 • *Journal of the Society for Musicology in Ireland*
- 731 • *Music and Letters*
- 732 • *Music and the Moving Image*
- 733 • *Musical Quarterly*
- 734 • *Musical Times*
- 735 • *Nineteenth Century Music*
- 736 • *Nineteenth-Century Music Review*
- 737 • *Notes*
- 738 • *Opera Quarterly*
- 739 • *Twentieth Century Music*
- 740 • *Twenty-First Century Music*
- 741
- 742 Performance
- 743 • *American Music Teacher*
- 744 • *Clavier Companion*
- 745 • *Early Keyboard Journal*
- 746 • *Flutist Quarterly*
- 747 • *Instrumentalist*
- 748 • *International Double Reed Society*
- 749 • *International Journal of Music*
- 750 • *International Trombone Association Journal*
- 751 • *International Trumpet Guild Journal*
- 752 • *International Tuba Euphonium Association Journal*
- 753 • *Music Teachers National Association*
- 754 • *National Association of College Wind & Percussion Instructors (NACWPI)*
- 755 • *NATS Journal*
- 756 • *Percussive Notes*
- 757 • *The Clarinet Journal – International Clarinet Association*
- 758 • *The Clarinet & Saxophone Society of Great Britain*
- 759 • *The Flute Examiner*
- 760 • *The Flute View*
- 761 • *The Saxophone Symposium – Journal of the North American Saxophone Alliance*
- 762 • *The Strad*