

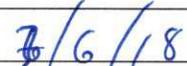


ARIZONA STATE UNIVERSITY

**Confirmation of Approval**

College/Unit	Design and the Arts
Unit	Music
Document	Criteria for Promotion & Tenure

The attached document has been approved by the provost's office.

	
Deborah Clarke, Vice Provost for Academic Personnel	Date

**Office of the University Provost**

300 East University Drive  
P.O. Box 877805 Tempe, AZ 85287-7805  
(480) 965-4995 Fax: (480) 965-0785  
<https://provost.asu.edu/>

Herberger Institute for Design and the Arts

School of Music Criteria

Approved by the faculty of the school on 12/03/14

Approved by the dean on 1/20/15

Sent to the Provost 2/13/15

Sent again to the Provost on 4/20/15

Edits received from the Provost's Office – 6/19/18

Edits reviewed and approved by the School of Music and returned – 7/1/18

Approved by Provost 7/24/2018

**Promotion Criteria  
School of Music  
Arizona State University**

Written by the ASU  
School of Music Faculty  
*approved by the School of Music Faculty, December 3, 2014*

**GUIDELINES FOR PROBATION, PROMOTION, TENURE  
FOR FACULTY AT DIFFERENT RANKS**

**I. REFERENCE TO ASU ACADEMIC AFFAIRS POLICIES AND PROCEDURES MANUAL.**

The [ASU Academic Affairs Manual](#) governs criteria and procedures for appointment, reviews of tenure and advancement in rank. The ASU university-level criteria for tenure are listed in [ACD 506-04](#) and the ASU university-level criteria for promotion to each rank are listed in [ACD 506-05](#). The Herberger Institute requires each school to develop and maintain criteria for promotion and tenure specific to: the rank sought by the candidate, the disciplines and any sub-specialty of the disciplines.

**II. INTRODUCTION.**

University criteria of excellence in teaching, research and creative activity, and service provide the basis for all evaluations within the School of Music and are fundamental to all decisions concerning promotion and tenure.

The School of Music strives to build and maintain a faculty actively participating in and making significant contributions in the creation or performance of music; in the scholarly, historical, and critical investigation of music and music-related topics; and in the preparation of professional music educators and music therapists.

Research and creative activity within the School of Music is defined as published research and scholarly presentations in the traditional sense as well as the composition, preparation or presentation of music and music performance events both on and off campus. This definition of research and creative activity is fundamental to the work done by all faculty within the school.

It must be recognized that the research and creative activity of faculty within the School of Music often differ from the traditional concepts of research in other academic units of the university. These differences can pose unique problems in the evaluation of faculty within the school. The criteria defining various levels of professionalism for faculty research and creative activity must be understood at the school level, the college level and the university level in all matters concerning promotion and tenure. Faculty within the School of Music, regardless of the specific nature of their research and creative activity, are expected to perform at—and will be evaluated against—the highest levels of professionalism within their respective disciplines.

The work of the researcher in the School of Music is similar to traditional research activities in other parts of the university. He or she may be a musicologist, a theorist, a critic, an aesthetician, a music educator or therapist, or some blend of them all. The scholar in music can be described as one who:

1. has mastered, through rigorous academic training, the ideas and the intellectual history of the branch of music or music specialty that constitutes his or her primary area of expertise

2. develops a thorough knowledge not only of the music or music processes under study, but also of documents, materials and literature pertinent to the field (archival materials, published primary and secondary sources, books, monographs, the periodical literature, scientific research, etc.)
3. pursues original and illuminating thinking in his or her field
4. adheres to a disciplined and rigorous program of research and inquiry in order to attain breadth of knowledge, command of repertory, wisdom of insight and/or understanding of underlying processes
5. shares this insight with the community of scholars through the channels of publication and juried and invited scholarly presentations established in his or her field

In addition, it is basic to the workings of the school to include the many aspects of the performing musician's activities as not only appropriate but essential to our definition of research and creative activity. The performing musician can be described as one who:

1. has mastered his or her craft, maintaining that mastery through constant development of skills
2. amasses and evaluates information on the work of music to be interpreted in performance
3. makes a series of creative and interpretive choices which will shape the view of the work presented in performance
4. adheres to a disciplined and rigorous program of rehearsal in order to shape, reshape and evaluate the concept, interpretation and creative choices of the performance
5. establishes and maintains through each performance of the work an energy, concentration, and viewpoint chosen in rehearsal and sustained by all the collaborating musicians
6. after the performance, reflects on the artistic achievement with the aim of refining professional skills and learning from the experience

The creation of an original musical work or music-performance event involves many stages. Indeed, the possibilities are so varied that it is impossible to define a set of absolutes that will embrace all situations. Nonetheless, a creative musical artist can be described as one who:

1. has mastered the materials and techniques of a musical medium
2. develops an individual style and a philosophical approach to the composition or creation of music
3. discovers and cultivates a personal working process that permits the conception of musical works
4. does the work necessary to move from initial vision to tangible musical product
5. brings works before the public through performances or exhibits and (if applicable) publications
6. evaluates how successfully his or her musical vision has been achieved, and how valuable the resulting work of music is

These descriptions of research and creative activity are fundamental to the work done by faculty in the School of Music. The present document is intended to outline the process of evaluation and to suggest appropriate emphases for the evaluation of teaching, research and creative activity and service performed by faculty of the School of Music.

Differences in expectations for teaching, research and creative activity and service exist when assessing faculty who have different ranks and years of experience. For probationary faculty, expectations vary with rank and, since the period of time for reviewing probationary associate and full professors is half that available for assistant professors, exhaustive reviews of faculty at the higher ranks are particularly critical in the two years preceding the tenure review. These guidelines will develop:

1. definitions central to the implementation of university standards within the School of Music (section III)
2. probationary review requirements for assistant professors without tenure (section IV)

3. tenure review requirements for assistant professors and promotion to associate professor (section V)
4. requirements for promotion of tenured faculty from associate to full professor (section VI)
5. probationary review requirements for associate professors without tenure (section VII)
6. review requirements and criteria for promotion for fixed-term faculty; fixed-term faculty in the School of Music include lecturers, clinical faculty, and professors of practice

The requirements and the process for promotion and tenure are located in section III of the School of Music Policies and Procedures.

### III. DEFINITIONS:

#### 1. Teaching

Teaching may include traditional classroom activities (developing new on-ground, hybrid or online courses, developing course syllabi, lecturing, leading seminars and projects, writing and grading exams, grading student papers). It may include special teaching situations unique to music: private instruction in music performance and composition, ensemble rehearsals, coaching, production rehearsals, supervision of student preparation for productions, supervision of music education and music therapy students, and supervision of the public presentation of students' creative activities. Other teaching activities may include effective use of class enrichments (clinicians, invited lecturers, visiting critics, audio-visual materials, organized field trips), student advisement, and general class administration (record keeping, supervising teaching assistants, coordination with other faculty members).

Consideration of teaching effectiveness must include, but should not be limited to, course evaluations from students. The director contextualizes student course evaluation scores.

The following are examples of options that faculty members may choose if they wish to provide additional information about the quality/effectiveness of their teaching. None of these is required (and this list is not meant to be exclusive) and absence of any of these supplemental materials will not reflect negatively on the faculty member. However, at least two measures in addition to course evaluations are required for tenure and/or promotion.

- quality of student work as shown by projects, theses, research and the professional achievements of former students
- peer review, based on direct observation of teaching and review of course materials, syllabus, etc.

Honors:

- teaching awards, nominations
- recognitions
- grants

#### 2. Research and Creative Activity

Research and creative activity must show logical progression and increasing competence in a field of scholarship, or in the creation or performance of music. This may include funded or un-funded research activity of a scholarly, theoretical, philosophical, or pedagogical nature, as well as exemplary accomplishments of a professional nature.

Candidates are expected to achieve recognition in national and/or international forums that are appropriate to their disciplines. Candidates must provide evidence that their research and creative activity sets professional standards or contributes to new knowledge in their area of expertise. Evidence must

show peer and/or professional awareness of the candidate's accomplishments. Both the quality of work accomplished and the stature of professional venues and invitations are essential factors in evaluating a candidate's work. The following list provides examples of ways to provide evidence of effectiveness in research and creative activity. The list is not ranked and is not exclusive. Insofar as it is possible, candidates are encouraged to supply more than one type of evidence of their effectiveness in research and creative activity.

Research and Creative Activity:

- books, monographs
- refereed essays or chapters in a book
- refereed journal articles, papers in published conference proceedings, papers read at professional meetings
- textbooks
- grant proposals written and submitted as a PI or Co-PI
- competitive awards, professional awards
- juried and/or invited lectures/presentations/professional workshops/master classes
- articles or reviews by others pertaining to the candidate's work
- awards, honors, grants reflecting research accomplishments
- solo performances by the candidate (e.g., solo recitals, or solo performances with orchestra or band)
- ensemble performances by the candidate (e.g., as part of a professional chamber ensemble)
- performances conducted, directed or given artistic supervision by the candidate (e.g., band, chorus, symphony concerts, opera productions or chamber music, including performances with student ensembles where the faculty member plays a primary creative role). NOTE: On campus performances alone are unlikely to provide sufficient strength for promotion and/or tenure dossiers
- performances on commercial recordings, videos, films
- performances of the candidate's musical creations (music compositions, performance pieces)
- publication of the candidate's creations (e.g., printed music, commercial recordings, videos, films)
- commissions to create new music
- design or direction by the candidate for a production (e.g., set design or *mise en scène* for an opera)
- articles or reviews by others pertaining to the candidate's work
- awards, honors, grants reflecting creative accomplishments
- publication of materials related to pedagogy, methods or theoretical foundations
- dissemination of pedagogical creation in national/regional venues

### 3. Service

Service includes service to the profession, the institution at the area, division, school, college and university levels and the public. This also includes acting as collegiate representative to professional and teaching organizations.

Candidates must provide evidence that they are involved in the dissemination of knowledge within their field to the public, that they are able to support the institution effectively through participation in committees, and that they are able to discharge other administrative assignments. Mere membership on many committees is not necessarily synonymous with effectiveness, nor with skillful performance, nor with significant service activity. The following items provide examples of service to the profession, the university and to the public. The lists are not ranked and are not exclusive.

Profession:

- editor of a refereed journal or a professional disciplinary journal
- member of an editorial board
- editorial position as reviewer or referee
- moderator or panel member at professional or academic meetings

- chairing (or membership on) committees or conferences of state and national professional or academic organizations or acting as representative to these events for professional journals or conferences
- invited member of international or national competition jury or adjudication panel
- administrator or officer in a professional society or organization
- artist/teacher in master classes or lecture/demonstrations
- participation on accreditation teams

**Institution:**

- effective advising to student organizations
- faculty senate
- chairing (or serving on) area, division, school, college or university committees or task forces
- evidence of participation might include committee reports, revisions to departmental codification, writing regulations, etc.
- collaborative projects, guest lectures in other departments

**Public:**

- appointment to local, state, national and international boards that serve the public interest
- appointment to committees or task forces that serve the public interest
- appearing as an expert witness to governmental bodies
- evidence of participation might include committee reports, task force studies or awards for community service
- awards, honors reflecting public service in the field of music
- public education activities (lectures, presentations, workshops, in-service trainings)

4. Limitations

The above definitions (teaching, research and creative activity, service) are understood to apply to individual faculty members within the School of Music only insofar as the conditions of their employment include teaching, research and creative activity, and service responsibilities.

**IV. PROBATIONARY REVIEW REQUIREMENTS FOR ASSISTANT PROFESSORS WITHOUT TENURE.**

Qualifications for the Academic Rank of Assistant Professor.

1. minimum requirement: shall hold either 1) a master's degree appropriate to the assignment to be filled or 2) equivalent professional experience
2. shall possess potential for good teaching, as demonstrated by adequate command of the subject field to be taught and an ability to communicate it effectively to others
3. shall show evidence of ability to do research and creative activity and to publish, exhibit, or perform this work in respected locations
4. shall indicate potential to provide area/division/school and college service

**REVIEW REQUIREMENTS**

First Year

The faculty member is expected to be an effective teacher; to initiate a program of research and creative activity (including the requesting of funds, if appropriate); to attempt to publish, exhibit, or perform the results of this research and creative activity in respected locations; and to provide service.

First-year faculty should carefully consider the requirements for tenure in the sixth year and should take care to measure and ensure their progress toward meeting these requirements. Each faculty member should read carefully and refer frequently to the material in Section III (Definitions), Subsection 1 (Teaching), Subsection 2 (Research and Creative Activity) and Subsection 3 (Service).

### Second Year

Effective teaching and service should be demonstrated. The faculty member is encouraged to focus strongly on research and creative activity. By the spring semester candidates should be able to provide evidence of research and creative activity published or performed in respected locations. The quality of an individual's work (and, if appropriate, the quantity) will be considered in evaluating research and creative activity.

### Third year

Effective teaching is expected at this time and excellent teaching is desired. If problems in teaching have been identified in the past, and if they have not been corrected by the third year, a terminal contract may be issued. Although there is no specific number of publications, performances or completed works required at this point, the faculty member's work should reflect both a rate of productivity and a level of quality which will reach the tenure expectations in the sixth year. Effective service is expected. The third year review is a critical one for assistant professors. Inadequate research and creative activity and/or teaching may result in a conditional contract. Absence of substantial progress in research and creative activity and teaching will lead to a recommendation of termination.

### Fourth Year

Effective teaching is expected and excellent teaching is desired. Faculty members should demonstrate a degree of dedication and accomplishment in teaching which will meet requirements for promotion with tenure in the sixth year. Faculty members should show a record of research and creative activity. By the fourth year, faculty members also must be making every effort to ensure the increasing visibility of their research and creative activity at regional and national levels. Faculty members may accomplish this goal, as appropriate, through activities on campus or through activities off campus. Continued effective service is expected. Fourth-year faculty should carefully consider the requirements for tenure in the sixth year and should carefully assess their progress toward meeting these requirements.

### Fifth Year

Faculty members should continue to demonstrate the dedication and effectiveness in teaching which will meet requirements for promotion with tenure in the sixth year. Faculty members should continue to show a record of research and creative activity. There should be tangible evidence of increasing visibility of the faculty member's research and creative activity at regional and national levels. Activities on campus and activities off campus, as appropriate to the individual field, may contribute to this evidence. Faculty members should be able to point to a record of effective service on committees, with some outside service to the profession. Fifth-year faculty should continue to carefully consider the requirements for tenure in the sixth year and should carefully assess their progress toward meeting these requirements.

### Sixth Year

The tenure review occurs in the sixth year; see section V, immediately below.

## V. TENURE REVIEW AND PROMOTION TO ASSOCIATE PROFESSOR

This review occurs during the sixth year; it leads either to tenure and promotion to Associate Professor, or to issuance of a terminal contract. Promotion from Assistant to Associate Professor with tenure recognizes that the faculty member demonstrates excellence in teaching, is able to carry out significant research and creative activity and is building a record of service.

### Qualifications for the Academic Rank of Associate Professor:

1. minimum credentials: 1) shall possess qualifications necessary for the rank of assistant professor, and 2) either additional academic or professional credentials, or a terminal degree appropriate to the assignment to be filled
2. shall have demonstrated excellence in teaching
3. shall have received significant recognition for research and creative activity, and shall show potential for continued achievement
4. shall give evidence of service to the profession, the institution, and the public

Candidates for tenure and promotion to Associate Professor must meet the minimum requirements for the rank of Associate Professor.

The candidate should be ~~an good~~ to excellent teacher. There should be evidence that courses are carefully prepared, that the candidate possesses good presentation skills, that substantive student learning occurs, that the candidate is evaluated by students and peers as being an effective teacher, and that a genuine concern is demonstrated for student's academic progress. Outstanding teaching alone normally will not lead to tenure and promotion.

The candidate should show a record of research and creative activity visible at regional and national levels. Activities on campus and activities off campus, as appropriate to the individual field, may contribute to this record. There is no specific required number of publications, compositions or performances, but the candidate's research and creative activity must reflect ongoing work which is recognized for its quality and the contribution it makes to its field. Internal and external grants or awards received for research reflect favorably upon the candidate's accomplishments. Outstanding research and creative activity alone normally will not lead to tenure and promotion.

The candidate should show a record of service to the profession, the institution and the public. At a minimum, there should be evidence of participation in area or division activities such as committees or recruiting and in professional activities such as giving workshops, contributing to panels, reviewing for journals and serving as an officer of a professional organization. Outstanding service alone normally will not lead to tenure and promotion.

### Additional Area Criteria:

#### Music Education and Music Therapy:

Candidates must meet the minimum requirements for promotion with tenure for ASU, the Herberger Institute and the above School of Music criteria. Candidates from the division of Music Education and Therapy must also meet the following requirements:

1. Teaching  
The individual should demonstrate and document excellence in teaching as indicated by, but not limited to, the following: (a) student evaluations, (b) peer evaluations, (c) evidence of using feedback from students or peers to inform instruction, (d) documented pedagogical innovations, course creation or curricular revisions, (e) student and graduate achievements.

Teaching in music education or therapy also includes supervision of clinical experiences, internships or other pre-professional experiences, and/or supervision of students' honors projects, theses, portfolios, dissertations or other student research.

## 2. Research and Creative Activity

A variety of forms of professional scholarship, all of which call upon the individual's academic or professional expertise, may document that the individual is establishing a growing regional and national reputation within a community of music, music education or music therapy scholars. Activities should reflect significant contributions to regionally and nationally recognized scholarly communities and professional organizations relevant to the individual's research agenda.

- Publication is one method of disseminating new knowledge in the field and establishing a reputation for oneself and the institution. Regular publication as a means of disseminating new knowledge about music teaching, learning, and/or therapy is expected. Examples of publication include, but are not limited to: (a) co-authored or single-authored articles in refereed journals, edited collections or conference/symposium proceedings (including online venues); (b) co-authored or single-authored chapters in, or other significant contributions to, a book or collection of essays or papers contracted with a publisher; or (c) edited, co-authored or single-authored books or manuscripts contracted with a publisher. Other types of publications such as published reviews, entries in reference works, or columns or editorials may be included, but are not alone sufficient for promotion and tenure.
- Professional presentations of high quality and impact for scholars or practitioners, evidenced by peer review and/or public recognition, are another way of disseminating new knowledge. Examples of professional presentations include, but are not limited to, major regional or national: (a) conference or institutional meeting presentations; (b) panel presentations; (c) poster presentations; (d) symposium proceedings (i.e., publications of professional presentations); (e) keynote speeches/addresses; (f) invited discussant roles; or (g) invited lecture series, guest conducting, or workshops for scholars, practitioners, clients, or students in a regional or national venue.
- New knowledge in the disciplines of music therapy or music education may also be created, refined or disseminated through practical applications. Examples may include, but are not limited to: (a) socially-embedded clinical work, teaching with community members or preK-12 students, or socially-engaged practice that is documented through a publication, conference presentation, website or other venue; (b) regional or national workshops or presentations for practitioners, community members, clients or preK-12 students that disseminate best practices in the profession; (c) published articles in a non-refereed journal or on a website which disseminate practical applications for practitioners, clients, parents or others; (d) development of published pedagogical or therapeutic materials such as high quality sound recordings, videos and/or compositions for use in educational and therapeutic settings.
- In addition to the above, research and creative activity may include, but is not limited to: (a) development and submission of a grant proposal as a principal or co-investigator; (b) work as a contracted consultant or expert on educational research or clinical research project, leading to a report, presentation, website or other tangible artifact; (c) work as editor, co-editor or guest editor for an issue of a peer-reviewed research journal; (d) awards or other recognition of the impact of the individual's scholarly/creative accomplishments.

### 3. Service

Service to the profession often indicates peer recognition of accomplishments or capabilities, and may include, but is not limited to: (a) service on an editorial board of a refereed journal; (b) serving as chair, convener, or committee member for conferences of state, regional or national professional or academic organizations, or acting as representative to these events for professional journals or conferences; (c) serving as an officer in a professional organization; and/or (d) participation on accreditation teams.

Service to the university, institute or school should be supported by evidence of the individual's role on committees, in leadership positions, on collaborative projects, in recruiting and outreach, in advising student organizations, through guest lectures or via other means of advancing the mission of ASU, the Herberger Institute and/or the School of Music.

Service to the community may often be closely connected with scholarship and dissemination of new knowledge that serves the public interest. Most commonly, this service may include, but is not limited to: (a) workshops or clinics with local community therapy organizations, preK-12 schools or professional organizations; (b) facilitation of ASU student involvement in community or preK-12 projects; or (c) outreach, presentations or advocacy to community organizations.

## VI. PROMOTION OF TENURED FACULTY FROM ASSOCIATE TO FULL PROFESSOR

### Qualifications for the Academic Rank of Full Professor.

1. minimum credentials: 1) shall possess qualifications necessary for the rank of associate professor and 2) additional academic or professional accomplishments
2. shall have demonstrated excellence as a teacher
3. as associate professor, shall have received widespread significant professional recognition for excellence in research and creative activity, and shall provide evidence of continuing research and creative activity
4. shall give evidence of service to the profession, the institution, and the public

### REVIEW REQUIREMENTS FOR PROMOTION

There is no specific number of years for which the associate professor shall have held that rank prior to promotion; nor will serving any specific number of years as an associate professor automatically lead to promotion to full professor. Promotion from associate to full professor recognizes that the faculty member is an excellent teacher, is widely recognized as a scholar, performer or creative musician, and is continuing to serve the university and the community.

The candidate should be fully professional and accomplished in his or her teaching. Documented difficulties with instruction which are not remedied will likely lead to denial of the application for promotion. Outstanding teaching alone normally will not lead to promotion.

The candidate should demonstrate, through nationally and/or internationally recognized channels appropriate to his or her field, a consistent, sustained and focused body of research and creative activity. He or she should have produced publications, research/conference presentations, compositions or performances that are recognized widely for their quality and the contribution they make to their field. In essence, the candidate's research and creative activity should be such that it is recognized by his or her peers as meeting the highest standards of endeavor in the field. Outstanding research and creative activity alone normally will not lead to promotion.

The candidate should show a record of continued substantial service and leadership to the area, division, school, college, university, profession and community. Although there is no exclusive list of service activities that should have been demonstrated, appropriate activities include serving on committees, serving in the Faculty Senate, serving as coordinator, and taking a leadership role in the school, college, university or in national service organizations. Outstanding service alone normally will not lead to promotion.

Additional Area Criteria:

Music Education and Music Therapy:

Candidates must meet the minimum requirements for promotion with tenure for ASU, the Herberger Institute and the above School of Music criteria. Candidates from the division of Music Education and Therapy must also meet the following requirements.

1. Teaching

The individual should demonstrate and document excellence in teaching as indicated by, but not limited to, the following: (a) student evaluations; (b) peer evaluations; (c) evidence of using feedback from students or peers to inform instruction; (d) documented pedagogical innovations, course creation or curricular revisions; (e) student and graduate achievements. Teaching in music education or therapy also includes supervision of clinical experiences, internships or other pre-professional experiences, and/or supervision of students' honors projects, theses, portfolios, dissertations or other student research.

2. Research and Creative Activity:

Promotion to full professor must be based on an overall record of excellence in the performance of responsibilities. The candidate must also demonstrate continued effectiveness in teaching, research/creative activities and service at a level beyond that reflected in the promotion decision to associate professor. Activities should reflect significant contributions to nationally and internationally recognized scholarly communities and professional organizations relevant to the individual's research agenda. A variety of forms of professional scholarship, all of which call upon the individual's academic or professional expertise, may document that the individual has established a national and international reputation within a community of music, music education or music therapy scholars.

- Publication is one method of disseminating new knowledge in the field and establishing a reputation for oneself and the institution. Regular publication as a means of disseminating new knowledge about music teaching, learning and/or therapy is expected. Examples of publication include, but are not limited to: (a) co-authored or single-authored articles in refereed journals, edited collections or conference/symposium proceedings (including online venues); (b) co-authored or single-authored chapters in, or other significant contributions to, a book or collection of essays or papers contracted with a publisher; or (c) edited, co-authored or single-authored books or manuscripts contracted with a publisher. Other types of publications, such as published reviews, entries in reference works, or columns or editorials may be included, but are not alone sufficient for promotion and tenure.
- Professional presentations of high quality and impact for scholars or practitioners, evidenced by peer review and/or public recognition, are another way of disseminating new knowledge. Examples of professional presentations include, but are not limited to, major national or international: (a) conference or institutional meeting presentations; (b) panel presentations; (c) poster presentations; (d) symposium proceedings (i.e., publications of professional presentations); (e) keynote speeches/addresses; (f) invited

discussant roles; or (g) invited lecture series, guest conducting or workshops for scholars, practitioners, clients or students in a regional or national venue.

- New knowledge in the disciplines of music therapy or music education may also be created, refined or disseminated through practical applications. Examples may include, but are not limited to: (a) socially-embedded clinical work, teaching with community members or preK-12 students, or socially-engaged practice that is documented through a publication, conference presentation, website or other venue; (b) national or international workshops or presentations for practitioners, community members, clients or preK-12 students that disseminate best practices in the profession; (c) published articles in a non-refereed journal or on a website which disseminates practical applications for practitioners, clients, parents or others; (d) development of published pedagogical or therapeutic materials, such as high quality sound recordings, videos and/or compositions for use in educational and therapeutic settings.
- In addition to the above, research and creative activity may include, but is not limited to: (a) development and submission of a grant proposal as a principal or co-investigator; (b) work as a contracted consultant or expert on educational research or clinical research project, leading to a report, presentation, website, or other tangible artifact; (c) work as editor, co-editor or guest editor for an issue of a peer-reviewed research journal; (d) awards or other recognition of the impact of the individual's scholarly/creative accomplishments.

### 3. Service

Service to the profession often indicates peer recognition of accomplishments or capabilities, and may include, but is not limited to: (a) service on an editorial board of a refereed journal; (b) serving as chair, convener or committee member for conferences of national or international professional or academic organizations, or acting as representative to these events for professional journals or conferences; (c) serving as an officer in a professional organization; and/or (d) participation on accreditation teams.

Service to the university, institute or school should be supported by evidence of the individual's role on committees, in leadership positions, on collaborative projects, in recruiting and outreach, in advising student organizations, through guest lectures, or other means of advancing the mission of ASU, the Herberger Institute, and/or the School of Music.

Service to the community may often be closely connected with scholarship and dissemination of new knowledge that serves the public interest. Most commonly, this service may include, but is not limited to: (a) workshops or clinics with local community therapy organizations, preK-12 schools or professional organizations; (b) facilitation of ASU student involvement in community or preK-12 projects; or (c) outreach, presentations or advocacy to community organizations.

## VII. PROBATIONARY REVIEW REQUIREMENTS FOR ASSOCIATE PROFESSORS WITHOUT TENURE

The first two years are critical in reviewing a probationary associate professor. Faculty members hired above the rank of assistant professor are assumed to have demonstrated the qualities necessary to hold such higher rank. It is further assumed that the faculty member will continue to demonstrate the productive qualities which led to his or her appointment. Continued demonstration of these productive qualities will lead to tenure; failure to meet the expectations held at the time of appointment may lead to a terminal contract.

## REVIEW REQUIREMENTS

### First Year

Teaching excellence is expected. Since probationary faculty at the rank of associate professor normally are experienced teachers, any reservations about performance in teaching must be viewed with great severity and may lead to a conditional contract. The faculty member should already have a program of research and creative activity in place and should be building upon this body of work. He or she should produce work that continues to be recognized widely for its quality and the contribution it makes to the field. The candidate's research and creative activity must continue to be such that it is recognized by his or her peers as meeting the highest standards of endeavor in the field. Because of the short time interval before the tenure decision, a faculty member at the rank of associate professor is expected to demonstrate quality and productivity in research and creative activity in the first year. Faculty members hired at the rank of associate professor should contribute service to their area, division, school, college, the university or the profession at large.

### Second Year

The second year is critical in assessing the performance of a probationary associate professor. It is comparable to the third year review for an assistant professor. The faculty member needs to demonstrate clear and substantial progress towards the tenure expectations. Any reservations documented in the second year concerning any aspect of the faculty member's work must be removed in order to achieve tenure. Teaching excellence is expected. The faculty member must be able to show a history of productivity and quality in research and creative activity in outlets considered significant to the individual's area of study. Faculty members must make every effort to sustain a level of productivity appropriate to their appointment. In addition, the faculty member should be actively involved in developing programs and providing service to the school or department, college or university, or the field at large. Absence of substantial progress in research and creative activity and teaching will lead to a recommendation of termination.

### Third Year

Faculty members should continue to demonstrate clear and substantial progress towards the tenure expectations. Any reservations documented in the second year concerning any aspect of the faculty member's work must be removed in order to achieve tenure. Teaching excellence is expected. The faculty member must be able to show a history of productivity and quality in research and creative activity in outlets considered significant to the individual's area of study. Faculty members must make every effort to sustain a level of productivity appropriate to their appointment. In addition, the faculty member should be actively involved in developing programs and providing service to the area, division, school, college, university or the field at large.

### Fourth Year

The tenure review occurs in the fourth year.

## VII. TENURE REVIEW REQUIREMENTS FOR ASSOCIATE PROFESSORS WITHOUT TENURE

This review occurs during the fourth year; it leads either to tenure or to issuance of a terminal contract. Candidates for tenure at the Associate Professor level must meet the minimum requirements for the rank. Candidates should consult the criteria in sections V or VI depending on their rank.

## VIII. PROMOTION CRITERIA FOR FIXED-TERM FACULTY

Fixed-term faculty in the School of Music include lecturers, clinical faculty and professors of practice. It is usual for fixed-term faculty in the School of Music to have responsibility assignments that are 100% teaching. However, there are exceptions where faculty have expectations for research and creative activity and/or service. When expectations for research and creative activity and/or service are listed, it is understood that these expectations are only for faculty who have these assignments in their agreement. However, evidence of career development outside of teaching will be seen as positive for all faculty.

### A. Lecturer, Senior Lecturer, Principal Lecturer

#### Minimum qualifications for the Academic Rank of Lecturer:

1. Candidate has a graduate degree or equivalent professional experience appropriate to the assignment to be filled or equivalent professional experience.
2. Candidate demonstrates commitment to and evidence of excellence in teaching and in service and/or administrative responsibilities related to teaching.
3. If research and creative activity is part of the assignment, then candidate is beginning to establish a program of research and/or creative activity.
4. If service is part of the assignment, then some service to the school is expected.

#### Additional Area Criteria

##### Musicology and Music Theory:

1. Teaching: Candidate has a successful record of teaching at the college or junior college level.
2. If research and creative activity is part of the assignment, then candidate is beginning to establish a program of research.
3. If service is part of the assignment, then some service to the school is expected.

#### Minimum qualifications for the Academic Rank of Senior Lecturer:

1. Candidate has a terminal degree or equivalent professional experience appropriate to the assignment to be filled or equivalent professional experience.
2. Candidate demonstrates evidence of at least five years of successful teaching in the area of specialization in the unit and evidence of providing instructional innovation to the unit.
3. Candidate has developed a curriculum in the candidate's area of specialization.
4. If research and creative activity is part of the assignment, then candidate has achieved a program of research and/or creative activity that is attracting regional attention.
5. If service is part of the assignment, then some service to the school and the university is expected.

#### Additional Area Criteria

##### Musicology and Music Theory:

1. Teaching: Candidate is developing a mastery of teaching as measured in student evaluations and peer evaluations.
2. If research and creative activity is part of the assignment, then candidate has achieved a focused and coherent program of research that is attracting regional attention.
3. If service is part of the assignment, then some service to the school and the university is required.

#### Minimum Qualifications for the Academic Rank of Principal Lecturer:

1. Candidate has a terminal degree or equivalent professional experience appropriate to the assignment to be filled or equivalent professional experience.

2. Candidate has demonstrated evidence of a record of sustained and continued excellence of successful teaching in the area of specialization in the unit, evidence of providing instructional innovation to the unit, and evidence of leadership in teaching the regional or national recognition and/or service related to teaching.
3. Candidate has developed a curriculum in the candidate's area of specialization.
4. If research and creative activity is part of the assignment, then candidate maintains a program of research and/or creative activity that remains well known within the region.
5. If service is part of the assignment, then some service to the school and the university is expected.

Additional Area Criteria

Musicology and Music Theory:

1. Teaching: Candidate demonstrates masterful teaching as measured in student evaluations, teaching awards, student success and curricular innovation.
2. If research and creative activity is part of the assignment, then candidate maintains a modest program of research that remains known mainly within the region.
3. If service is part of the assignment, then some service to the school and the university is required.

B. Clinical Assistant, Clinical Associate and Clinical Professor

Clinical faculty are fixed-term faculty members who are qualified by training, experience or education to direct or participate in specialized university functions including teaching, student internships, training or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development. The faculty member is hired to teach a highly specialized area of study.

Minimum Qualifications for the Academic Rank of Clinical Assistant Professor:

1. Academic qualifications: Bachelor's degree required. Master's or Doctorate preferred.
2. Teaching: There is evidence of effective teaching in the subject field of the candidate's training and experience.
3. If research and creative activity is part of the assignment, then candidate should refer to the additional area criteria.
4. If service is part of the assignment, then candidate should refer to the additional area criteria.

Additional Area Criteria

Conducting:

1. Research and creative activity: The candidate's work should be known regionally.
2. Service: If service is part of the assignment, then some service to the School of Music, the Herberger Institute of Design and the Arts and the profession is expected.

Music Education and Therapy:

1. Teaching: Depending on the candidate's expertise, he/she should demonstrate the ability to teach classes, supervise clinical experiences, internships or other pre-professional experiences, and/or supervise students' honors projects, theses, portfolios, dissertations or other student research.
2. Research/Creative Activity: If research/creative activity is part of the assignment, then the candidate is beginning to establish a program of research and/or creative activity.
3. Service: If service is part of the assignment, then some service to the school and/or the profession is expected.

Musicology and Music Theory:

1. Teaching: Depending on the nature of the candidate's expertise, he/she should be able to teach classes, to direct internships, to supervise practicums or training, and to contribute to other practice components of degree programs within the school.
2. Research and creative activity: The research goal of a Clinical Assistant Professor is to develop a program of research by which he/she becomes known throughout the region (conference presentations, statewide publications, professional journals, etc.)
3. Service: At this rank, if service is part of the assignment, then service to the school and the university is expected.

**Performance:**

1. Teaching: Depending on the nature of the candidate's expertise, he/she should be able to teach private lessons, lead coachings, teach classes, and to contribute to other practice components of degree programs within the School. An example might be a vocal coach who works with students as they learn opera roles, or a composer from the Broadway stage without advanced academic degrees.
2. Research and creative activity: The research goal of a Clinical Assistant Professor is to develop a program of research and/or creative activity by which he/she becomes known throughout the region (conference presentations, adjudication of competitions, performances at regional venues, publication of CD or DVD recordings, etc.)
3. Service: At this rank, if service is part of the assignment, then service to the school and the university is expected.

**Minimum Qualifications for the Academic Rank of Clinical Associate Professor:**

1. Academic Qualifications: Bachelor's degree required. Master's or Doctorate preferred and/or significant professional experience.
2. Teaching: There is evidence of excellent teaching in the subject field of the candidate's training and experience.
3. If research and creative activity is part of the assignment, then candidate should refer to the area criteria.
4. If service is part of the assignment, then candidate should refer to the area criteria.

**Additional Area Criteria**

**Composition:**

1. Candidate demonstrates superior knowledge of the area of expertise.
2. Candidate has developed a curriculum in the candidate's area of specialization.
3. There is evidence of effective teaching in the area of specialization.

**Conducting:**

1. Research and creative activity: If part of the assignment, then the candidate's reputation for research and creative activity must be increasingly well known nationally.
2. Service: If part of the assignment, then service to the School of Music, the Herberger Institute of Design and the Arts and the profession are required.

**Music Education and Therapy:**

1. Teaching: Depending on the candidate's expertise, he/she should demonstrate the ability to teach classes, supervise clinical experiences, internships or other pre-professional experiences, and/or supervise students' honors projects, theses, portfolios, dissertations or other student research.
2. Research/Creative Activity: If research/creative activity is part of the assignment, then the candidate is continuing to establish a program of research and/or creative activity.

3. Service: If service is part of the assignment, then some service to the school and/or the profession is expected.

Musicology and Music Theory:

1. Teaching: Depending on the nature of the candidate's expertise, he/she should be able to teach classes, direct internships, supervise practicums or training, and contribute to other practice components of degree programs within the school. Excellence is expected in all these activities, plus in courses, seminars and independent studies to undergraduate and graduate students. Excellence in teaching is measured in student evaluations, peer evaluations, and student achievements.
2. Research and creative activity: The research goal for a Clinical Associate Professor is to provide evidence of an ongoing program of scholarly research or creative activity that is well focused and sustained. The candidate's research must have developed beyond its initial stages within the region and must be increasingly well known nationally.
3. Service: Increased levels of service to the school, institute, and profession are required, to the extent that they correspond to the weight assigned this evaluative category.

Performance:

1. Teaching: Depending on the nature of the candidate's expertise, he/she should be able to teach private lessons, lead coachings, teach classes and contribute to other practice components of degree programs within the school. Excellence is expected in all these activities, plus in courses, seminars, and independent studies to undergraduate and graduate students as appropriate. Excellence in teaching is measured in student evaluations, peer evaluations and student achievements.
2. Research and creative activity: The research goal for a Clinical Associate Professor is to provide evidence of an ongoing program of research and/or creative activity that is well focused and sustained. The candidate's research must have developed beyond its initial stages within the region and must be increasingly well known nationally.
3. Service: Increased levels of service to the school, institute and profession are required, to the extent that they correspond to the weight assigned this evaluative category.

Minimum Qualifications for the Academic Rank of Clinical Professor:

1. Academic qualifications: Bachelor's degree required. Master's or Doctorate preferred, but in exceptional situations, significant professional experience (generally at least ten years) may substitute for an advanced degree.
2. Teaching: There is evidence of superior teaching in the subject field of the candidate's training and experience.
3. If research and creative activity is part of the assignment, then candidate should refer to the area criteria.
4. If service is part of the assignment, then candidate should refer to the area criteria.

Area Criteria

Composition:

1. Candidate demonstrates mastery of the area of expertise.
2. Candidate has developed a curriculum in the candidate's area of specialization.
3. There is evidence of ongoing effective teaching in the area of specialization.

Conducting:

1. Research and creative activity: The candidate should be known both nationally and, at least to some degree, internationally.

2. Service: Service to the School of Music, the Herberger Institute of Design and the Arts and the profession are required.

Music Education and Therapy:

1. Teaching: Depending on the candidate's expertise, he/she should demonstrate the ability to teach classes, supervise clinical experiences, internships or other pre-professional experiences, and/or supervise students' honors projects, theses, portfolios, dissertations or other student research.
2. Research/Creative Activity: If research/creative activity is part of the assignment, then the candidate's reputation in research/creative activity is increasingly well-known nationally and/or internationally.
3. Service: If service is part of the assignment, then some service to the school and/or the profession is expected.

Musicology and Music Theory:

1. Teaching: Depending on the nature of the candidate's expertise, he/she should be able to teach classes, direct internships, supervise practicums or training, and contribute to other practice components of degree programs within the school at the highest level. Superior, masterful teaching is expected in courses, seminars and independent studies for undergraduate and graduate students. Highest excellence in teaching is measured in student evaluations, peer evaluations and student achievements. Courses are kept up-to-date and are periodically refreshed. Awards for excellence in teaching and even nomination for such awards are valuable.
2. Research and creative activity: The research goal for a Clinical Full Professor is to present a number of high-quality publications or creative works that are appropriate to the discipline. The candidate should be known both nationally and, at least to some degree, internationally. Evidence of this stature may be found in such things as: the candidate's work is frequently cited, the work shows intellectual cohesion, the work is judged as highly original and creative by the external referees, and a selection of the candidate's publications should be considered leading contributions to the field.
3. Service: Internally, service may consist of such things as major committee work, including serving as committee chair. Externally, service may include work on a journal's editorial board, committee work for a national professional organization and the like.

Performance:

1. Teaching: Depending on the nature of the candidate's expertise, he/she should be able to teach private lessons, lead coachings, teach classes and to contribute to other practice components of degree programs within the school. Superior teaching is expected in all these activities, plus in courses, seminars, and independent studies to undergraduate and graduate students as appropriate. Highest excellence in teaching is measured in student evaluations, peer evaluations, curricular innovations and student achievements.
2. Research and creative activity: The research goal for a Clinical Full Professor is to present a number of high-quality performances or creative works that are appropriate to the discipline. The candidate should be known both nationally and, at least to some degree, internationally. Evidence of this stature may be found in such things as: performances at national/international venues or conferences, publication of CD or DVD recordings, publication of editions of music or articles/books, etc.
3. Service: Internally, service may consist of such things as major committee work, including serving as committee chair. Externally, service may include presentation of

master classes and lectures in university and conference settings, committee work for a national or international professional organization and the like.

### C. Professor of Practice

Professors of Practice are fixed-term faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished professionals in an area of practice or discipline, although they may not have academic credentials or experience.

#### Minimum Qualifications for the Academic Rank of Professor of Practice:

1. Academic qualifications: None required. Bachelor's degree in music or equivalent desired. Significant professional experience (generally at least ten years) is required.
2. Teaching: Superior, masterful teaching is expected. Excellence in teaching is measured in student evaluations, peer evaluations, student achievements and curricular innovations.
3. If research and creative activity is part of the assignment, then candidate should refer to the area criteria.
4. If service is part of the assignment, then candidate should refer to the area criteria.

#### Additional Area Criteria

##### Composition:

1. The candidate demonstrates a mastery of the materials and techniques of a musical medium
2. The candidate develops an individual style and a philosophical approach to the composition or creation of music
3. The candidate discovers and cultivates a personal working process that permits the conception of musical works
4. The candidate does the work necessary to move from initial vision to tangible musical product
5. The candidate brings works before the public through performances or exhibits, and (if applicable) publications
6. The candidate evaluates how successfully his or her musical vision has been achieved, and how valuable the resulting work of music is
7. The candidate has developed a national or international reputation amongst his or her peers

##### Conducting:

1. Research and creative activity: The candidate should be known both nationally and at least to some degree internationally.
2. Service: Service to the School of Music, the Herberger Institute of Design and the Arts, and the profession are required.

##### Music Education and Therapy

1. Teaching: Depending on the candidate's expertise, he/she should demonstrate the ability to teach classes, supervise clinical experiences, internships or other pre-professional experiences, and/or supervise students' honors projects, theses, portfolios, dissertations or other student research.
2. Research/Creative Activity: If research/creative activity is part of the assignment, then the candidate's reputation in research/creative activity is increasingly well-known nationally and/or internationally.
3. Service: If service is part of the assignment, then some service to the school and/or the profession is expected.

#### Musicology and Music Theory:

1. Teaching: There is evidence of superior teaching rooted in the expertise, achievements, and reputation that qualify the individual as a distinguished professional in an area of practice, even though he/she lacks academic credentials or experience. Superior, masterful teaching is expected in courses, seminars and independent studies for undergraduate and graduate students. Excellence in teaching is measured in student evaluations, peer evaluations, and student achievements. Courses are kept up-to-date and are periodically refreshed. Awards for excellence in teaching and even nomination for such awards are valuable.
2. Research and creative activity: The research goal for a Full Professor of Practice is to present a number of high-quality publications or creative works that are appropriate to the discipline. The candidate should be known both nationally and, at least to some degree, internationally. Evidence of this stature may be found in such things as: the candidate's work is frequently cited, the work shows intellectual cohesion, the work is judged as highly original and creative by the external referees, and a selection of the candidate's publications should be considered leading contributions to the field.
3. Service: Internally, service may consist of such things as major committee work, including serving as committee chair. Externally, service may include work on a journal's editorial board, committee work for a national professional organization, and the like.

#### Performance:

1. Teaching: Superior, masterful teaching is expected in private lessons, courses, and independent studies for undergraduate and graduate students.
2. Research and creative activity: The research goal of a Professor of Practice is to develop a program of performances and creative activity by which he/she becomes nationally known and begins to attract some measure of international notice. Examples of this include, but are not limited to: conference presentations and performances; performance activities in regional, national, and international venues; adjudication of competitions; preparation of published musical editions; publication of CD or DVD recordings; etc.
3. Service: Internally, service may consist of such things as major committee work, including serving as committee chair. Externally, service may include presentation of master classes and lectures in university and conference settings, committee work for a national or international professional organization, serving on boards of performing organizations, and the like.