

SCHOOL OF MUSIC AND DANCE, SAN FRANCISCO STATE UNIVERSITY

Criteria for Retention, Tenure, and Promotion within the School of Music and Dance

Approved by the Provost December 2010

SMD "New" RPT Criteria, 11/2010

1.0 Overview

The purpose of the criteria described below is to clarify expectations for School of Music and Dance faculty as they relate to the overall needs of the SMD, while also recognizing the unique contributions and professional goals of each individual faculty member. The criteria are designed to help probationary faculty successfully navigate the retention, tenure and promotion (RTP) process by helping to clearly delineate School of Music and Dance expectations for faculty contributions to the School, College, and University as teachers, colleagues, engaged participants, creative artists, performers, choreographers, composers, researchers, or scholars.

2.0 Letters of Expectation

The School of Music and Dance develops letters of expectation for each of its faculty that specify in greater detail than is possible in this document criteria to be used for evaluation in the retention, tenure and promotion processes. Specific language is included based on the faculty member's primary teaching assignment and scholarly, creative or performance interests. Letters of expectation should be developed by the hiring committee responsible for the faculty hire, in consultation with the School Director and the new faculty member, at least two weeks prior to the new faculty's first retention review. The probationary faculty member may request a revision to an approved letter of expectation once during the probationary period, if the teaching assignment changes significantly, or when creative, research, scholarly, or performance interests are significantly redirected. Letters of expectation are intended to assist the faculty member, the School Director, the RTP committee, and the College Dean during the probationary period when determining whether the faculty member is progressing appropriately as a member of the School of Music and Dance faculty.

3.0 RTP Evaluation Criteria

In RTP committee recommendations, candidates' work will be evaluated according to whether or not it meets departmental expectations in the three defined areas of Teaching Effectiveness, Professional Achievement and Growth, and Contributions to Campus and Community.

3.1 Teaching Effectiveness

Teaching effectiveness will be systematically evaluated based on the following types of evidence:

1. Regular peer observations of classroom or studio teaching, to include a written summary of each observation using a currently approved peer observation form, and/or a narrative evaluation.
2. Student anonymous quantitative and qualitative evaluations, to be administered each semester for each class in the probationary faculty member's teaching assignment.
3. Evidence of advising and mentoring appropriate to the faculty member's teaching assignment.
4. Evidence demonstrating currency of course structure and materials, evidence of newly developed or significantly revised courses, and evidence of innovations in curricular design.
5. Evidence of exceptional student achievement, *e.g.* lists of student awards or accomplishments resulting from instruction by the faculty member, or other evidence of leadership in student achievement. (Note that examples of student work should *not* be included in the faculty WPAF).

Note that creative work developed by School of Music and Dance faculty for on-campus student performances or in class use will generally be evaluated only in the area of Teaching Effectiveness. This work may also be considered in the category of Professional Achievement and Growth only if it receives external recognition at a professional level, as, for example, through selection for presentation, performance, or publication by a recognized professional organization or institution or through a rigorous peer review process. Demonstration of subject

matter and/or professional currency through participation in conferences and workshops, continuing education, or completion of certifications or additional degrees.

3.2 Professional Achievement and Growth

Professional achievement and growth in music and dance must be demonstrated through a consistent pattern of activity at a significant level resulting in a clear and focused professional career trajectory. Individual faculty strategies for professional achievement and growth will differ, and probationary faculty are encouraged to consult with the Retention, Tenure and Promotion committee and the School Director to ensure that there is agreement about what will be considered appropriate to fulfill the School’s expectations for the faculty member. It is normally assumed that a candidate will focus in one of the following three areas (see below). Individual letters of expectation for candidates will provide more specificity regarding the types, quantity and quality of scholarly publications and creative works expected by the School for that candidate’s progress in Professional Achievement and Growth.

1. Scholarly research and publication, including authoring of scholarly books, book chapters, articles, or reviews, and their selection for publication by recognized professional publishing houses, or in recognized peer-reviewed journals, including recognized electronic journals. Scholarly research and publication may also result in the production of documentary film or video, or other presentational formats, with concomitant selection for appropriate presentation by recognized professional institutions or through peer-review procedures. Presentation of scholarly work in conference settings should be given appropriate and substantial weight as evidence, but may not be recognized as a substitute for ongoing production of new scholarship or research.

2. Creative work, including composition of original musical or choreographic works of

appropriate scope -- or creation through composition and performance of works with a strong or exclusively improvisatory content -- and their performance at a professional level by recognized soloists or ensembles in recognized public venues, or in professional or academic conferences with peer- review selection procedures. Production of recordings in CD or other format, as well as repeated public performance of original works, should be given appropriate and substantial weight as evidence, but may not be recognized as a substitute for ongoing production of new creative work.

3. Performance at a professional level as a soloist or with recognized professional ensembles in recognized public venues. Such recognized ensembles and venues typically have paid professional musicians (as opposed to volunteer or community-based members), critical reviewers, and larger budgets than community organizations.

3.3 Contributions to Campus and Community

Administrative, Advising, and Committee Work is a contractual obligation of all CSU faculty. Effective teamwork among faculty members is essential to realize the School's educational, scholarly and community missions, goals, and responsibilities. Three WTU of faculty time are designated for service each semester. This service includes advising, participation in shared governance, recruiting activities, and other active engagement in serving the needs of the department. All SMD faculty are expected to fully participate in governance and service activities, in a professional and collegial manner.

Part of the evaluation for tenure and promotion will include evidence of the faculty member's acceptance of and active participation in service responsibilities, their collegiality in fulfilling those responsibilities, and their engagement and effectiveness in working individually and with colleagues to achieve department, college and university goals. Faculty are expected to be

consistently engaged in shared governance in the School, College and University. This includes accepting committee assignments and regular attendance at School and committee meetings. It also includes full participation in the activities of assigned committees and within one's own curricular area in the School.

Recruitment is a key activity. Because music and dance have a need to recruit high-quality students, sometimes in very specific categories, it is recognized that all faculty will engage in recruitment and advising activities appropriate to School needs within their area of assignment, and exceptionally as needed by other curricular areas.

Service to the Community is central to SFSU's mission. Faculty are encouraged to establish and nurture collaborative, creative, or service oriented relationships with other schools, colleges, and universities, and also with local, regional, or national music and dance service organizations. Participation at the governance level in regional or national service organizations may be weighed as evidence of professional achievement and growth. Also, probationary faculty working on educational programs and services for students and the public may cross-reference such work in the WPAF under teaching or professional achievement and growth, provided that their work achieves professional recognition through organizations or agencies external to the University.

Extramural Funding is of rapidly growing and critical importance to the School of Music and Dance. Engagement with development efforts in the School is considered as additional evidence of contributions to the School, College and University. Development efforts may take the many forms, including involvement in alumni relations and solicitations, production of or performance in fund-raising events, procurement of outside foundation, governmental or other philanthropic funding, etc.