

## **Statement on Teaching & Advising, Professional & Scholarly Activity, and Service Augustana College Music Department (proposed April 13, 2023)**

### **Statement on Teaching & Advising**

#### *Teaching*

All information found in the Faculty Handbook regarding teaching and teaching effectiveness applies to the music department faculty. Applied lessons and ensembles are academic courses. These courses include some unique elements that should be considered when evaluating teaching effectiveness—the one-on-one nature of applied lessons and the performance activities of ensembles.

#### *Advising*

Active participation and strong engagement in Academic Advising is normally expected for tenure, whether candidates serve as advisors to music majors or first-year students. In addition to these more traditional roles in advising, the music department has a number of unique courses and activities in which other types of advising and mentoring is both emphasized and important to the success of our students. The mentoring offered by applied teachers, ensemble directors, and course instructors is viewed equally to academic advising as it is vital to the success of our students during the completion of their degree programs and in preparation for post-graduate success.

### **Statement on Professional & Scholarly Activity**

Music Department faculty members are encouraged to pursue professional activities that promote artistic development, provide modeling for students and enhance the strength of the department and college.

The activities listed below are not an exclusive or exhaustive list, but rather guidelines that will be considered for faculty tenure, merit and promotion.

Professional activity in the music department will consist of traditional scholarship, performance, composition and other creative endeavors.

Professional Activity for all music faculty may include (list is not in order of importance):

#### *Performance*

- Off-campus performances normally imply peer review. Off-campus performances are earned and require a special invitation or audition. They include solo performances, member of a chamber ensemble, member of a large professional ensemble (orchestra, band or chorus) and conducting.
- On-campus performances such as faculty solo recitals, chamber recitals, concertos as well as performances at various campus events are beyond the normal teaching load of a faculty member. Internal peer review is a normal and expected aspect of on-campus

performance. These performances can take a great deal of personal and professional commitment and provide modeling for Augustana students.

- On-campus and touring ensemble performances are a part of the teaching load for conducting faculty. These performances provide a dual role—they function both as a final outcome of the course and as professional expression. A high standard of excellence in performance and literature selection is expected for both on and off campus performance. Literature that enhances the undergraduate program, especially as it enriches undergraduate’s learning and performing environment is especially encouraged.

#### *Presentation*

- Invited presentations at state, regional, national or international conferences.
- Off-campus workshops, masterclasses, clinics, festivals and adjudications are earned and require a special invitation. These activities imply a high level of professional competence.

#### *Recording*

- Audio and video recordings
- Recordings published by outside companies are considered more desirable than self-published.

#### *Publication*

- Papers submitted for publication in state, regional, national or international journals. Peer-reviewed publication is more highly regarded, but not essential.
- Scholarly books or chapters in books
- Scholarly development for the classroom including software and web development
- Reviewing books, articles, papers, compositions or musical scores
- Composition. Depending on genre, published works may be given more weight than unpublished.

#### *Composition*

- Performance and publication are equally regarded
- Arranging

#### *Other Activities*

- Leadership roles in professional organizations
- Faculty/Student collaboration in performance and research
- Editing and transcribing

### **Statement on Service**

All information found in the Faculty Handbook regarding campus and public service applies to the music department faculty. There are some unique elements to music faculty’s involvement in service. Often, lines are blurred between service, outreach and professional activity. These

activities will be assessed by the faculty and music department chair on a case-by-case basis to determine which category the activity will apply.

### **Statement on Diversity, Equity and Inclusion (DEI)**

Music faculty are expected to contribute to the college's DEI. In addition to the examples provided to faculty in all departments, possible ways to integrate DEI into music include (list is not in order of importance):

- Program, teach, perform, and/or lead students in studies of works of composers from historically underrepresented groups, and works in genres outside Western classical music
- Adopt music teaching practices that reduce barriers and that serve students of varying backgrounds, identities, and ability levels
- Address and discuss historical and current DEI challenges in music during classroom courses, lessons, ensembles
- Find ways to invite all students to participate in different kinds of music-making, including students from historically underrepresented groups
- Attend and/or present at conferences, symposia, etc., focused on DEI topics in music
- Invite campus guest artists from historically underrepresented groups for performances, masterclasses, presentations, and discussions
- Provide opportunities for students from historically underrepresented groups to share their perspectives on DEI in music

### **Promotion**

#### *Pre-Tenure and Tenure*

The department chair and candidate will discuss appropriate professional activity with each candidate. Because of the wide variety of possible activities, it is important to allow flexibility based on the strengths and interests of the candidate.

For performing faculty a regular pattern of significant solo or collaborative performance is expected. On- and off-campus performances imply peer review. On-campus performances will include peer review that will appear in the yearly departmental assessment of the candidate. The candidate will provide assessments for off-campus performance. Reviews will address the kind of literature, range of literature (when appropriate) and the quality of the performance.

For music faculty whose primary area does not include performance (i.e. musicology or ethnomusicology), professional activity should include peer-reviewed publication as described above.

It is the responsibility of the department chair in consultation with appropriate members of the department to assess the level of significance of the candidate's activities.

#### *Promotion to Full Professor*

Promotion expectations in the music department are in line with those stipulated in the Faculty Handbook. We expect candidates for promotion to full professor to continue to show evidence of excellence in teaching and advising as well as active engagement in professional and scholarly activities and work in DEI. We also expect they will assume roles of leadership within the department, college or their disciplines. As stated in the Faculty Handbook, candidates must demonstrate meritorious achievement in at least one area of faculty evaluation. It is the responsibility of the department chair in consultation with appropriate members of the department to assess the level of significance of the candidate's activities.

#### *Professional Faculty & Continuing Lecturers*

Performance reviews for professional faculty and continuing lecturers in the music department are based on the specific responsibilities assigned to each individual. Therefore, all applicable evaluation statements regarding Teaching & Advising, Professional & Scholarly Activity, and Service in this document pertain to these individuals who engage in these activities. However, professional faculty and continuing lecturers are not expected to engage in each of these activities beyond the confines of their specific assignments. Most professional faculty and continuing lecturers in the music department will have a significant level of teaching in the classroom, studio, or ensemble rehearsal. They are also encouraged to serve as advisors and mentors to students. They may engage in professional and scholarly activities but are not required to do so. Service and participation in departmental activities such as recruiting are expected of all members of the music department, but professional faculty are not required to provide campus or public service beyond this departmental level. For those professional faculty members with significant administrative loads, the department chairs will consult with those involved in determining the level of achievement in these duties.