

The Attached Departmental Guidelines for the Department of

Music

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at

The Metropolitan State University of Denver

are submitted for Approval for the Period

August 1, 2023 to July 31, 2024

**Approvals:**

Department Chair Peter Schimpf  Date 3-1-2023

Dean  Date 3/1/2023

Provost  Date May 16, 2023

## **DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES**

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the [Faculty Employment Handbook](#). As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

### **Teaching & Pedagogy**

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices ([High-Impact Practices](#) as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

### **Research, Scholarship, & Creative Work**

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external

audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;

- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

## Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of “Invisible Service.” Due to a need for service across the institution, a faculty member’s entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member’s overall/future career trajectory and passions. If we are to understand and value our colleagues’ work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

**METROPOLITAN STATE UNIVERSITY of DENVER**  
**Department of Music**

**DEPARTMENT EVALUATION GUIDELINES FOR ALL FACULTY**

**NOTE:** Faculty are expected to be familiar with and abide by the policies and procedures published in the most recent edition of the MSU Denver Faculty Employment Handbook. In addition, the Mission Statement of the Department of Music is relevant to the process of evaluation and appears below.

To clarify expectations, the College of Letters, Arts and Sciences (CLAS) has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations.

These standards are found below and in the “General Standards for the Performance of Faculty” dropdown at: <https://www.msudenver.edu/las/facultyinformation/resources/>.

AAUP Guidelines on Professional Ethics can be accessed at:  
<https://www.aaup.org/report/statement-professional-ethics>

MSU Denver Music Department Faculty Employment Handbook can be accessed at:  
<https://www.msudenver.edu/music/facultystaff/facultyresources/>

General Standards of Performance for Faculty  
College of Letters, Arts and Sciences

University policies are in the Faculty Employment Handbook, the catalog, and on the policy website. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Timely performance of responsibilities and other responsibilities as specified in the faculty member’s contract, the Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.
2. Adherence to accepted standards of professional conduct as established by the Handbook and AAUP. For the exact standards, visit: <https://www.aaup.org/report/statement-professional-ethics>
3. Faculty are expected to be available by email or phone during their contractual period which for full time faculty is one week prior to the beginning of classes in the fall semester to one week after the conclusion of final exams in the spring semester, excluding periods during which the University is closed for business.

4. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.
5. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.
6. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.
7. Full-time faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year.
8. The normal teaching load for full-time faculty is 24 semester credit hours per academic year.
9. In addition to teaching their classes, full-time faculty members shall prepare for classes, evaluate students' performance, confer with and advise students. Tenure-line faculty will participate in committee work, scholarly activities, service and other appropriate professional activities. Full-time faculty are expected to devote an average of at least 40 hours per week during the contract year to meeting their teaching and other obligations.
10. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.
11. Faculty shall respond to emails in a timely manner as established by their departmental policies.

## **Music Department Mission Statement**

The Department of Music at Metropolitan State University of Denver recognizes music as an essential part of a multicultural, global, and technological society. Dedicated to excellence, we seek to inspire and develop all students, with a focus on musicianship, accessibility, musical creativity, and lifelong engagement with the art. We embrace all forms of musical expression and are committed to the ideals of a liberal arts education and a professional education in music which provides students with a broad range of skills for post-graduate work and careers in and beyond the field of music. Using the city as a classroom, we engage with Denver's vibrant artistic community through partnerships, internships, and performances.

**Accessibility and Inclusivity.** We believe that students of all backgrounds, interests, and disciplines should have access to a diverse, affordable, and substantive musical education. Our students learn in an environment inclusive of all identities and cultural backgrounds. We embrace the diversity of our community in performance, analysis, creation, and collaboration through meaningful study of varied musical traditions.

**Musicianship and Creativity.** Students need to develop musical fluency for future success. We promote creativity through active engagement in performance, composition, research and teaching, preparing them for the variety of options that exist for 21st century musicians.

**Technology and Innovation.** Promoting the use of technology and recognizing its place in teaching, learning, performance, and composition, we are committed to a musical education that empowers students to be innovative as musicians, future educators, graduate students, and entrepreneurs.

## **DEPARTMENT EVALUATION GUIDELINES FOR ACHIEVING TENURE AND PROMOTION, POST-TENURE REVIEW, and PROMOTION TO FULL PROFESSOR** **OVERALL EVALUATION STANDARDS**

Faculty members are evaluated for Reappointment, Tenure and Promotion, Post-Tenure Review, and Promotion to Full Professor using a Portfolio. The Portfolio consists of two items: the (1) Narrative and the (2) Curriculum Vitae. The faculty member pursuing Reappointment, Tenure and Promotion, Post-Tenure Review, or Promotion to Full Professor will write a narrative clearly summarizing the work completed in the areas of Teaching, Scholarly Activity, and Service. Although listed as three separate areas of evaluation, Teaching, Scholarly Activities, and Service often interact and integrate within a faculty member's responsibilities. When possible, this interplay should be discussed in the Narrative as well as the faculty member's growth throughout the pre-tenure probationary period and/or the post-tenure years.

The Curriculum Vitae is generated through Digital Measures and should include annotations to items (when appropriate), required Department Required Review Materials, and Additional Materials determined by the faculty member seeking Reappointment, Tenure and Promotion, Post-Tenure Review, or Promotion to Full Professor. Each of these items should be submitted by the deadline as outlined in the University Procedural Calendar.



It is the faculty member's responsibility to clearly demonstrate and/or explain the significance of their work in their Narrative and Curriculum Vitae. Faculty members should keep in mind that portfolios will be reviewed by committees and individuals from a variety of academic disciplines. Explanations and context may be necessary and are encouraged as appropriate.

Reassigned time comes from a faculty member's teaching load, and therefore evaluation of reassigned time activities will be considered within the evaluation of teaching.

Department Required Review Materials for the music department include peer observations (number of observations are detailed below) for reappointment, Tenure, and Promotion, Post-Tenure Review, or Promotion to Full Professor. Goals in Teaching, Scholarly Activity, and Service should be included for each year for faculty who are in their probationary period (reappointment through Tenure and Promotion). Goals in Teaching, Scholarly Activities, and Service should be set at the beginning of each cycle of Post-Tenure Review, except for those faculty who have achieved promotion to full professor.

Additional Materials for the portfolio submitted for Reappointment (years 3 and 6), Tenure and Promotion and Promotion to Professor should include at least four (4) and no more than nine (9) artifacts. At least two (2) should be from teaching, one (1) from scholarly activity, and one (1) from service.

## **TEACHING**

In the Music Department at MSU Denver, teaching is the act of creating and maintaining an environment which enhances opportunities for student learning and discipline-related growth. In addition, teaching responsibilities include advising students to facilitate graduation and transition to post baccalaureate careers or further educational opportunities.

Effective teachers display content knowledge in relevant learning environment (e.g. classroom, on-line, hybrid, field work), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education. Evaluation of teaching will be based on a variety of elements, including the faculty member's narrative--which should present the faculty member's teaching philosophy and acknowledge, respond to, and contextualize peer and student feedback—effectiveness in student advising, SRI scores, and peer observations.

- I. The Narrative will describe the faculty member's growth in teaching as well as their approach to the following aspects of teaching:
  - Instructional Design;
  - Instructional Delivery;
  - Instructional Assessment;
  - Integration of Scholarly Activity and Knowledge into Teaching;
  - If teaching general studies courses, evidence of designing the course to be consistent with departmental and university expectations, including the assessment required by the general studies program.

- II. Student advising as it relates to the faculty member's area of expertise, courses, scholarly activities, and professional service should be documented and included in the Narrative. As previously articulated in the CLAS Guidelines, Category I faculty are expected to maintain at least five hours per week of in-person office hours and be available to support students at least one week prior to the start of the semester and one week following the posting of grades each semester. Faculty are expected to use the current university Advising Management System to document academic meetings with students.
- III. The faculty member will present SRIs using the approved form for all academic-year classes. The faculty member should comment on SRIs in their narrative. The University Faculty Handbook states that classes with fewer than five students must be evaluated according to Department Evaluation Guidelines. The Department of Music will use the standard SRIs for courses of fewer than five students. SRIs for applied lessons will be aggregated into one level for the purposes of grouping each instructor's private students together. The Department of Music recognizes that inherent bias, low response rates, and other factors limit the reliability of SRI scores alone. Faculty should address and contextualize SRI scores in their narrative. Evaluators should consider response rates, student comments, scores, and faculty responses to SRI scores.
- IV. Faculty members will have a series of peer observations completed by fellow tenured and/or tenure-track faculty within the music department throughout the probationary period, as specified below. In addition, a single peer observation conducted by a faculty member from an outside department is required for evaluation for Tenure and Promotion and Promotion to Full Professor. At minimum, the following must be included in the portfolio created in Digital Measures under the "Department Required Review Materials" heading.
- Two observations during each semester of the first two years by a full-time faculty member in the Department of Music (4 total observations per year, 8 total observations for the first two years). One of these observations should be done by the Chair, and at least one should be done by a tenured member of the faculty in the Department of Music; and
  - One observation during each semester of years three, four, five, and six by any full-time faculty member in the music department.
  - One observation from a full-time faculty member outside of the Department of Music before applying for Tenure and Promotion to Associate Professor.
  - Tenured Associate Professors shall have one peer observation per academic year included in the portfolio under the "Department Required Review Materials" heading for the purposes of Post-Tenure Review. Tenured Associate Professors seeking Promotion to Full Professor shall have one peer observation conducted by a faculty member from an outside department.
  - Tenured Full Professors applying for Post-Tenure Review shall have one peer observation during the academic year in which the application takes place.

The approved departmental form and process for peer observations is found in the appendix to these Guidelines.

- V. In addition, during the reappointment years, teaching goals must be created in consultation with the Chair of the Music Department on a yearly basis. Meetings to determine goals for the academic year should take place between the week before classes begin in the fall and September 30th of the academic year. Meetings to provide evidence of annual teaching goals being met should take place between April 1st and the week after grades are due in the spring of the academic year. Those faculty who have achieved tenure and promotion will include goals in the year following their promotion.

**STANDARDS IN TEACHING FOR ACHIEVING TENURE AND PROMOTION**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p> | <ul style="list-style-type: none"> <li>• The faculty member documents or provides information on how each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate to create an effective learning environment. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. For any general studies courses taught, the faculty member designs courses in accordance with the official course syllabus meeting departmental and university expectations including the writing component and student learning outcome expectations. Assessment of general studies courses complies with departmental and university requirements.</li> <li>• The faculty member documents advising and advises students using professional knowledge. Advising is described in the narrative. Regular office hours are maintained (As outlined in the CLAS Standards) and mentioned in the narrative.</li> <li>• For SRI scores, a majority of the faculty member’s courses are at or above 4.5. If consistently below 4.5, the narrative addresses student scores and comments and work toward improving Student Ratings of Instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</li> <li>• The faculty member includes the required peer observations and the peer observations address strong pedagogy to facilitate student learning.</li> <li>• The faculty member creates goals and evidence for teaching in consultation with the Chair of the Music Department.</li> </ul> |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has</p>  | <ul style="list-style-type: none"> <li>• The narrative lacks demonstration or information that courses are regularly updated, as consistent with the discipline. The narrative provides little attention to instructional design and delivery to</li> </ul>  |

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| <p>not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <p>facilitate student learning or the use of assessment to improve the course. If teaching general studies courses, the faculty member has not designed the course to be consistent with departmental and university expectations or has not done the assessment required by the general studies program.</p> <ul style="list-style-type: none"> <li>• The portfolio does not document advising. The narrative does not mention advising.</li> <li>• For SRI scores, a majority of the courses are below a 4.5 and these scores remain below this expectation. The narrative does not mention SRI scores.</li> <li>• The faculty member has not completed the required peer observations or comments from the observations do not demonstrate sound pedagogy to support student learning.</li> <li>• As outlined in the CLAS Standards, the faculty member does not maintain regular office hours.</li> <li>• The faculty member did not create goals and evidence for teaching in consultation with the Chair of the Music Department.</li> </ul> |
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**STANDARDS IN TEACHING FOR ACHIEVING POST-TENURE REVIEW**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p> | <ul style="list-style-type: none"> <li>• The faculty member documents or provides information on how each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate to create an effective learning environment. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. For any general studies courses taught, the faculty member designs courses in accordance with the official course syllabus meeting departmental and university expectations including the writing component and student learning outcome expectations. Assessment of general studies courses complies with departmental and university requirements.</li> <li>• The faculty member documents advising and advises students using professional knowledge. Advising is described in the narrative. Regular office hours are maintained (As outlined in the CLAS Standards) and mentioned in the narrative.</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>• For SRI scores, a majority of the faculty member’s courses are at or above 4.5. If consistently below 4.5 the narrative addresses student scores and comments and work toward improving Student Ratings of Instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</li> <li>• The faculty member includes the required peer observations and the peer observations address strong pedagogy to facilitate student learning.</li> <li>• The faculty member creates goals and evidence for teaching in consultation with the Chair of the Music Department (not required for faculty holding the rank of Professor).</li> </ul>  |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <ul style="list-style-type: none"> <li>• The narrative lacks demonstration or information that courses are regularly updated, as consistent with the discipline. The narrative provides little attention to instructional design and delivery to facilitate student learning or to use of assessment to improve the course. If teaching general studies courses, the faculty member has not designed the course to be consistent with departmental and university expectations or has not done the assessment required by the general studies program.</li> <li>• The portfolio does not document advising. The narrative does not mention advising.</li> <li>• For SRI scores, a majority of the courses are below a 4.5 and these scores remain below this expectation. The narrative does not mention SRI scores.</li> <li>• The faculty member has not completed the required peer observations or comments from the observations do not demonstrate sound pedagogy to support student learning.</li> <li>• As outlined in the CLAS Standards, the faculty member does not maintain regular office hours.</li> <li>• The faculty member did not create goals and evidence for teaching in consultation with the Chair of the Music Department.</li> </ul> |

**STANDARDS IN TEACHING FOR ACHIEVING PROMOTION TO FULL PROFESSOR**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p> | <ul style="list-style-type: none"> <li>• The faculty member documents or provides information on how each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate to create an effective learning environment. The narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. For any general studies courses taught, the faculty member designs courses in accordance with the official course syllabus meeting departmental and university expectations including the writing component and student learning outcome expectations. Assessment of general studies courses complies with departmental and university requirements.</li> <li>• The faculty member suggests and/or implements innovative enhancements to the curriculum through new courses and updates to curriculum. These enhancements include, but are not limited to proposing new courses, adding technology, updating the schedule type (e.g. from lecture to online), or using flip classroom approach.</li> <li>• The faculty member documents advising and advises students using professional knowledge. Advising is described in the narrative. Regular office hours are maintained (As outlined in the CLAS Standards) and mentioned in the narrative.</li> <li>• For SRI scores, a majority of the faculty member's courses are at or above 5.0. If consistently below 5.0, the narrative addresses student scores and comments and work toward improving Student Ratings of Instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</li> <li>• The faculty member includes the required peer observations and the peer observations address strong pedagogy to facilitate student learning.</li> <li>• The faculty member creates goals and evidence for teaching in consultation with the Chair of the Music Department.</li> </ul> |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary</p>  | <ul style="list-style-type: none"> <li>• The narrative lacks demonstration or information that courses are regularly updated, as consistent with the discipline. The narrative provides little attention to instructional design and delivery to facilitate student learning or to use of assessment to improve the</li> </ul>  |

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| <p>activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <p>course. If teaching general studies courses, the faculty member has not designed the course to be consistent with departmental and university expectations or has not done the assessment required by the general studies program.</p> <ul style="list-style-type: none"> <li>• The portfolio does not document advising. The narrative does not mention advising.</li> <li>• For SRI scores, a majority of the courses are below a 5.0 and these scores remain below this expectation. The narrative does not mention SRI scores.</li> <li>• The faculty member has not completed the required peer observations or comments from the observations do not demonstrate sound pedagogy to support student learning.</li> <li>• As outlined in the CLAS Standards, the faculty member does not maintain regular office hours.</li> <li>• The faculty member did not create goals and evidence for teaching in consultation with the Chair of the Music Department.</li> </ul> |
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### **SCHOLARLY ACTIVITIES**

The MSU Denver Department of Music faculty consist of professional scholars, performers, composers, conductors, and directors. Therefore, scholarly activities may include traditional, peer-reviewed presented and/or published scholarship, as well as performances, recordings, conducting engagements, masterclasses, and workshops in a professionally recognized and/or academic context. These activities are to be beyond those of the faculty member’s teaching and service requirements.

These scholarly and creative activities are written work, formal presentations, and/or formal performance. Written work includes, but is not limited to, articles, reviews, and books and which are related to the faculty member’s discipline or area of instruction. Formal presentations or formal performances are activities in which the faculty member shares knowledge or performance with an audience of community members and/or peers, other than students, and which are related to the faculty member’s discipline or area of instruction.

The following list outlines recognized scholarly activities for Department of Music faculty that could be included in the Narrative and/or the Curriculum Vitae. The general activities in each category are considered to be equivalent. Activities may be from any category, and multiple activities may be from the same bulleted area or include multiple areas, according to faculty specialization and assignment.

- a. Publication or original research in peer-reviewed journals, books, or other media as relevant to the faculty member’s area of expertise and specialization.

- b. Editing scholarly work in peer-reviewed journals, books, or other media as relevant to the faculty member's area of expertise.
- c. Presentation of original research at peer-reviewed conferences.
- d. Peer-reviewed or professionally recognized publication of original musical compositions or arrangements.
- e. Peer-reviewed or professionally recognized recordings of musical performances.
- f. Performances of original musical compositions or arrangements in peer-reviewed, academic, or professionally recognized contexts.
- g. Performances and recitals in professionally or academically recognized contexts, with professionally recognized organizations, and/or in professionally recognized venues.
- h. Conducting or directing engagements in professionally or academically recognized contexts.
- i. Masterclasses or workshops led by the faculty member in peer-reviewed, professionally recognized, or academic contexts.

For Tenure and Promotion to Associate Professor, faculty should demonstrate robust and regular activity, as well as a significant achievement, in one or more of these categories during the evaluation period. A significant achievement is defined as either a major contribution to the field through publication, performance, or directing; or a large and above-average number of professionally recognized activities for the Department of Music within the period being evaluated. This includes work at the local/state/regional and national levels, that may be collaborative or original in nature, expands on previously published work, is peer-reviewed or invited, and broadens recognition of the individual faculty member. Accomplishments at this level should add prominence and visibility to the faculty member in their specific field.

In addition, prior to tenure and promotion, scholarly and/or creative activity goals must be created in consultation with the Chair of the Music Department on a yearly basis. Meetings to determine goals for the academic year should take place between August 1st and September 30th of the academic year. Meetings to provide evidence of annual scholarly and/or creative activity goals should take place between April 1st and May 30th of the academic year.

For Promotion to Full Professor, faculty should demonstrate robust and regular activity, as well as a significant achievement, in one or more of these activities since earning tenure. A significant achievement is defined as either a major contribution to the field through publication, performance, or directing; or a large and above-average number of professionally recognized activities for the Department of Music within the period being evaluated. This includes work that is substantial in length or preparation, is at the national/international level, is collaborative or original in nature, and is peer-reviewed or invited. Accomplishments at this level should establish the faculty member as an expert in their field.

For Post-tenure review, faculty should demonstrate robust and regular activity in one or more of these activities. This includes work that is substantial in length or preparation, is at the regional or national/international level, is collaborative or original in nature, and is peer-reviewed or



invited. Accomplishments at this level should support continued recognition of the faculty member as a recognized expert in their field.

Scholarly and/or creative activity goals must be created in consultation with the Chair of the Music Department at the beginning of a Post-Tenure Review cycle. Meetings to determine goals for the academic year should take place between August 1st and September 30th of the academic year.

The Department of Music Retention, Tenure, and Promotion Committee, and the Department Chair, will determine the relevance and significance of the faculty member’s scholarly activity as it relates to the list of activities above.

- I. The Narrative and Curriculum Vitae must demonstrate that the faculty member for Tenure and Promotion has achieved a minimum standard of degree. For artist performers, conductors, and composers, this standard is a doctorate or a master’s degree. For all other faculty, the minimum standard is a doctorate.
- II. The Narrative and Curriculum Vitae must demonstrate that the faculty member has made robust and regular contributions of scholarly and/or creative activity to their discipline that have been reviewed or accepted by a jury of peers for Tenure and Promotion to Associate Professor, for Promotion to Full Professor, and for Post-Tenure Review. Contributions of scholarly and creative activity include written work, formal presentations, and/or formal performances. See list above for examples of refereed or invited activities.
- III. Faculty members applying for Tenure and Promotion to Associate Professor must contribute scholarly and creative activities at the regional and national levels. Faculty members applying for Post-Tenure Review or Promotion to Full Professor must contribute scholarly and creative activities at the regional and national/international levels.
- IV. The Narrative and Curriculum Vitae for Promotion to Associate Professor must include yearly goals for future scholarly and creative activities provided in consultation with the Chair of the Music Department. Evidence of contributions toward and/or completion of goals must be included. The Narrative and Curriculum Vitae for Post-Tenure Review or Promotion to Full Professor must include goals established after the last review for future scholarly and creative activities provided in consultation with the Chair of the Music Department. Evidence of contributions toward and/or completion of goals must be included.

**STANDARDS IN SCHOLARLY ACTIVITY FOR ACHIEVING TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required</p> | <ul style="list-style-type: none"> <li>• The faculty member has the minimum degree for their position.</li> </ul> |
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| <p>accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p>   | <ul style="list-style-type: none"> <li>• The faculty member has significant robust and regular contributions of recognized peer-reviewed or invited scholarly or creative activity.</li> <li>• The faculty member has had scholarly or creative work accepted at the regional and national levels.</li> <li>• The faculty member created goals and provided evidence for scholarly and creative activities in consultation with the Chair of the Music Department.</li> </ul>  |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <ul style="list-style-type: none"> <li>• The faculty member does not have the minimum degree for their position.</li> <li>• The faculty member did not have significant robust and regular contributions of recognized peer-reviewed or invited scholarly or creative activity.</li> <li>• The faculty member did not contribute scholarly or creative work at the regional and national levels.</li> <li>• The faculty member did not create goals and provided evidence for scholarly and creative activities in consultation with the Chair of the Music Department.</li> </ul> |

**STANDARDS IN SCHOLARLY ACTIVITY FOR ACHIEVING POST-TENURE REVIEW**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p> | <ul style="list-style-type: none"> <li>• The faculty member has the minimum degree for their position.</li> <li>• The faculty member has robust and regular contributions of recognized peer-reviewed or invited scholarly or creative activity.</li> <li>• The faculty member has had scholarly or creative work accepted at the regional and national/international levels.</li> <li>• The faculty member created goals and provided evidence for scholarly and creative activities in consultation with the Chair of the Music Department.</li> </ul> |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all</p>   | <ul style="list-style-type: none"> <li>• The faculty member does not have the minimum degree for their position.</li> </ul>  |

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| <p>of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <ul style="list-style-type: none"> <li>• The faculty member did not have robust and regular contributions of recognized peer-reviewed or invited scholarly or creative activity.</li> <li>• The faculty member did not contribute scholarly or creative work at the regional and national/international levels.</li> <li>• The faculty member did not create goals and provided evidence for scholarly and creative activities in consultation with the Chair of the Music Department.</li> </ul> |
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**STANDARDS IN SCHOLARLY ACTIVITY FOR ACHIEVING PROMOTION TO FULL PROFESSOR**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p>                | <ul style="list-style-type: none"> <li>• The faculty member has the minimum degree for their position as defined by the Hiring Criteria for the Department of Music at MSU Denver (see APPENDIX II).</li> <li>• The faculty member has significant robust and regular contributions of recognized peer-reviewed or invited scholarly or creative activity.</li> <li>• The faculty member has had scholarly or creative work accepted at the regional and national/international levels.</li> <li>• The faculty member created goals and provided evidence for scholarly and creative activities in consultation with the Chair of the Music Department.</li> </ul>                             |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <ul style="list-style-type: none"> <li>• The faculty member does not have the minimum degree for their position as defined by the Hiring Criteria for the Department of Music at MSU Denver (see APPENDIX II).</li> <li>• The faculty member did not have significant robust and regular contributions of recognized peer-reviewed or invited scholarly or creative activity.</li> <li>• The faculty member did not contribute scholarly or creative work at the regional and national/international levels.</li> <li>• The faculty member did not create goals and provided evidence for scholarly and creative activities in consultation with the Chair of the Music Department.</li> </ul> |



**SERVICE**

Faculty at MSU Denver engage in service when they participate in the shared governance and good functioning of the institution; service to the institution is expected at the department, college, and university levels. Beyond the institution, faculty are expected to engage in service using their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

Faculty members, in their narrative, should address the accomplishments of their service and how it enhanced the college or university.

The expectation of the Music Department is that tenured and tenure-track faculty will participate in multiple service opportunities at the departmental level during each academic year, including departmental committees, audition and jury committees, recruitment activities, departmental performances, and/or other opportunities, as appropriate.

- I. For Promotion to Associate Professor, Post-Tenure Review, and Promotion to Full Professor, the Narrative and Curriculum Vitae must demonstrate that the faculty member has participated in shared governance in the department, the college, and the university by providing evidence of ongoing service participation.
- II. Additionally, for Promotion to Associate Professor, Post-Tenure Review, and Promotion to Full Professor, the Narrative and Curriculum Vitae indicates that the faculty member has used disciplinary or professional expertise for the benefit of their local, regional, national, and/or international community by providing evidence of ongoing service participation.
- III. For faculty in reappointment status, service goals must be created in consultation with the Chair of the Music Department on a yearly basis. Meetings to determine goals for the academic year should take place between August 1st and September 30th of the academic year. Meetings to provide evidence of annual service goals should take place between April 1st and May 30th of the academic year.
- IV. For Post-Tenure review, service goals are created at the beginning of the academic year following their last review (unless the faculty member holds the rank of Professor).

**STANDARDS IN SERVICE FOR ACHIEVING TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

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| <b>Meets Standards:</b><br>This performance | <ul style="list-style-type: none"> <li>• The faculty member has demonstrated ongoing contributions to shared governance in the department, college, and university.</li> </ul> |
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| <p>level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p>   | <ul style="list-style-type: none"> <li>• The faculty member has demonstrated ongoing contributions within the appropriate disciplinary organization or contributions using disciplinary expertise to the community outside of the university.</li> <li>• The faculty member created goals and evidence for service in consultation with the Chair of the Music Department.</li> </ul>   |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <ul style="list-style-type: none"> <li>• The faculty member has not demonstrated ongoing contributions to shared governance in the department, college, and university.</li> <li>• The faculty member has not demonstrated multiple contributions within an appropriate disciplinary organization or contributions using disciplinary expertise to the community outside the university.</li> <li>• The faculty member did not create goals and evidence for service in consultation with the Chair of the Music Department.</li> </ul> |

**STANDARDS IN SERVICE FOR ACHIEVING POST-TENURE REVIEW**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p> | <ul style="list-style-type: none"> <li>• The faculty member has demonstrated ongoing service contributions to shared governance in the department, college, and university.</li> <li>• The faculty member has demonstrated contributions within the appropriate disciplinary organization or contributions using disciplinary expertise to the community outside of the university.</li> <li>• The faculty member created goals and evidence for service in consultation with the Chair of the Music Department.</li> </ul> |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for</p>                           | <ul style="list-style-type: none"> <li>• The faculty member has not demonstrated ongoing service contributions to shared governance in the department, college, and university. The faculty member has not taken on a leadership role during the evaluation period.</li> <li>• The faculty member has not demonstrated contribution within an appropriate disciplinary organization or contributions using disciplinary expertise to the community outside the university.</li> </ul>                                       |

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| this rating might include the following. | <ul style="list-style-type: none"> <li>The faculty member did not create goals and evidence for service in consultation with the Chair of the Music Department.</li> </ul> |
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**STANDARDS IN SERVICE FOR ACHIEVEING PROMOTION TO FULL PROFESSOR**

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| <p><b>Meets Standards:</b><br/>This performance level demonstrates the minimum required accomplishments for a faculty member. Minimum requirements and/or Standards for Content Expertise have been met.</p>                | <ul style="list-style-type: none"> <li>The faculty member has demonstrated ongoing service contributions to shared governance in the department, college, and university. The faculty member has taken on or maintained a leadership role during the evaluation period.</li> <li>The faculty member has demonstrated ongoing service opportunities within the appropriate disciplinary organization or contributions using disciplinary expertise to the community outside of the university.</li> <li>The faculty member created goals and evidence for service in consultation with the Chair of the Music Department.</li> </ul>  |
| <p><b>Needs Improvement:</b><br/>This rating means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating. Reasons for this rating might include the following.</p> | <ul style="list-style-type: none"> <li>The faculty member has not demonstrated ongoing service contributions to shared governance in the department, college, and university. The faculty member has not taken on a leadership role during the evaluation period.</li> <li>The faculty member has not demonstrated ongoing service opportunities within an appropriate disciplinary organization or contributions using disciplinary expertise to the community outside the university.</li> <li>The faculty member did not create goals and evidence for service in consultation with the Chair of the Music Department.</li> </ul> |

**EVALUATION OF CATEGORY II FACULTY**

Annual evaluation of Category II faculty will include the following components:

**Evaluation and Reappointment**

Category II faculty reappointments are determined based on a combination of department needs, faculty member qualifications, and performance. High performance does not guarantee reappointment.

All Category II faculty will be observed, at a minimum, once a year using the Peer Observation form. This observation should be attached to the faculty member's portfolio under Department Required Review Materials. The peer observation form can be found at this link: xxxxx

SRI scores for Category II faculty should be consistent with Department averages and should be addressed in the annual narrative.

All Category II faculty are required to annually submit a narrative (up to two pages) and portfolio in Digital Measures. The narrative should describe the faculty member's teaching philosophy and accomplishments, and it should contextualize and respond to student SRI scores and faculty peer observations. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities and/or Service (see section II.C.3.b.-c. for definitions of Scholarly Activities and Service), the narrative should address work in those areas of performance. For Category II faculty seeking promotion to Senior Lecturer or seeking a multi-year contract should make this request in the first paragraph of the narrative. The portfolio, generated by Digital Measures, will include teaching assignments and SRI scores. Faculty should keep their CV updated in Digital Measures and include Department Required Review Materials such as peer observations.

Exceptions to this annual requirement include faculty on multi-year contracts. Peer observations are still required annually and should be collected and presented when a narrative and portfolio are required (usually every three years for a multi-year contract).

For additional details regarding Category II Faculty requirements and evaluation procedures, see the [Faculty Employment Handbook](#) (section III, A-D).

### **Evaluation of Affiliate (Category III) Faculty:**

Affiliate (Category III) Faculty will be evaluated during their first semester of teaching at MSU Denver and then at least annually by the appropriate Area Coordinator or the Department Chair. Annual Evaluation of Affiliate Faculty will include the following:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
2. Peer Observations: All Category III faculty will be observed, at a minimum, once in the first semester of their employment, and at least once annually following that first semester. The ideal faculty member to perform the observation is the Area Coordinator, but other faculty members can be used, particularly after the first few years of affiliate employment. The submission of one peer observation per year is required for the evaluation process.

*See the rubric on page 7 for Evaluation of SRIs and Peer Observations for Category II and III faculty.*

## **APPENDIX I: Peer Observation and Evaluation**

In the Music Department at Metropolitan State University of Denver, peer observation and evaluation are important parts of teaching. Annual peer observation and evaluation of teaching will enable accountability and continued professional growth. It will also provide feedback to individual faculty members on their performance in the unique teaching situations (e.g. lecture, large and small ensemble, laboratory, private and small group lessons, etc.) that are part of the Music Department.

Each school year all faculty (tenured, tenure-track, Category II and Category III) shall participate in a departmental training on peer observation and evaluation by an individual designated by the Chair.

Peer observations and evaluations should be arranged between the observer and the instructor to take place between week three (3) and week thirteen (13) of the semester. The observation and evaluation should include three parts: a short pre-observation conference, the observation of an entire class period, and a post-observation conference. During the pre-observation conference, the instructor should include information about the type of class (lab, lecture, seminar, etc.), an outline of the content to be covered that day in class, the approach to teaching the content, the nature of the students and the atmosphere of the class, and specific aspects of teaching on which the observer should focus. The post-observation conference, which should take place within one week of the observation, should include dialogue about the class, including the achievement of the goals for the particular class, the strengths and challenges observed, and any suggestions for the instructor. A form for the pre-observation and post-observation process has been included in this Appendix.

This form is available on the Department of Music webpage:  
<https://www.msudenver.edu/music/facultystaff/facultyresources/>

As stated on page 2 of these guidelines, the minimum number of required peer observations for tenured, tenure-track, and Category II faculty must be included in the portfolio created in Digital Measures under the “Department Required Review Materials” heading.

## **APPENDIX II: Hiring Criteria for the Department of Music at MSU Denver**

The Department of Music at Metropolitan State University of Denver uses the following criteria in the hiring and evaluation of faculty. The requirements vary based on the type of instruction the faculty member is delivering (lecture courses, private lesson instruction, ensemble conducting, composition, accompanying, etc.).

Artist performers are defined as faculty dedicated to teaching private instrumental, vocal, or composition instruction. Qualified faculty in this area have extensive professional, tested experience, which contributes to, and is essential to their abilities and credentials as instructors. Conductors, who lead student groups such as the orchestras, choirs, bands, and other ensembles, similarly may be qualified based on professional tested experience and recognition.



Tested experience for artist performers, conductors, and composers is exemplified by relevant professional work related to their area of instruction, and/or regular engagements with professional musical organizations (professional orchestras, choirs, etc.) or regular performances or related engagements at professionally-recognized venues. Other professional activities may include, but are not limited to, professionally recognized publications, recordings, instruction, and presentations. Tested experience may also include relevant collegiate teaching experience.

### **Affiliate Faculty (Category III)**

**Faculty must have one of the following minimum qualifications:**

Master of Music

Master of Music Education

Master of Arts in Music

Master of Fine Arts in Music

**Exceptions may include artist performers, conductors, and composers, who must have one of the following minimum qualifications:**

Bachelors in Music plus relevant tested experience

Master of Music

Master of Music Education

Master of Arts in Music

Master of Fine Arts in Music

### **Lecturers and Musicians-in-Residence (Category II)**

**Faculty must have one of the following minimum qualifications:**

Master of Music

Master of Music Education

Master of Arts in Music

Master of Fine Arts in Music

**Exceptions may include artist performers, conductors, and composers, who must have one of the following minimum qualifications:**

Bachelors in Music plus relevant tested experience

Master of Music

Master of Music Education

Master of Arts in Music

Master of Fine Arts in Music

### **Assistant, Associate and Full Professor (Category I)**

**Faculty must have one of the following minimum qualifications:**

PhD in Music (music education, musicology, etc.)

Doctor of Musical Arts

Doctor of Arts in Music  
Doctor of Music Education

**Exceptions may include artist performers, conductors, and composers, who must have one of the following minimum qualifications:**

Master of Music plus relevant tested experience  
Master of Music Education plus relevant tested experience  
Master of Arts in Music plus relevant tested experience  
Master of Fine Arts in Music plus relevant tested experience

**Preferred qualifications for all faculty (Category I, II, and III)**

PhD in Music  
Doctor of Musical Arts  
Doctor of Arts in Music  
Doctor of Music Education

In rare circumstances exceptions to these criteria may be granted with approval from the Department Chair, Dean of the College of Letters, Arts, and Sciences, and the Provost. Examples include faculty teaching specific courses requiring specific skills or knowledge not typically attained via university study. These exceptions require documented tested experience in conjunction with significant regional or national recognition. Examples include instructors teaching lessons or courses related to non-Western or commercial musics, or other areas not typically represented by degree granting programs.

Revised Fall, 2017