



MUSIC DEPARTMENT

Disciplinary Guidelines for Tenure and Promotion

December 2017

Assess the Nature of the Discipline(s) in your Department in the realm of teaching

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities?

Juries and Evaluation Forums

Within the applied areas of instrumental, vocal, and keyboard performance faculty are expected to attend juries and evaluation forums and comment on the particulars of individual student performances.

Recital Committees and Coaching

Faculty often serve on recital committees for individual student recitals that meet program requirements. At a minimum, committee members will, 1) attend a preliminary hearing and provide guidance to the student, 2) read, suggest edits, and approve program notes, and 3) attend the recital. Faculty will also often meet with students outside of their normal teaching assignment and offer guidance to individual students preparing recital and other performances, and to voluntarily serve on recital committees for optional recitals.

Sponsoring or presenting master classes and seminars

Supervision and mentorship of students in concerts, presentations, or competitions outside the University.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "imparting general knowledge?" **No additions.**



- What discipline specific note, addition, or deletion should accompany “imparting specific knowledge?”

The duties of each faculty member vary according to the type and proportion of assignments in three broad categories: academic, applied and ensemble. Academic teachers engage in professional activities that are similar to other classroom teachers in the University, but may also have assignments in applied teaching and ensemble direction. The proportion will vary between individual faculty members.

Applied teachers engage in a mentoring relationship with their students that is not duplicated in the academic setting. In addition to ongoing teaching and supervision of individual students, applied teachers also prepare students for frequent public appearances in the form of recital performances, semester jury examinations, departmental evaluation forums, and competitions. Recruitment efforts, often aided through the establishment of a distinguished professional reputation, are an additional responsibility. Applied teaching requires that faculty have a mastery of their applied area. They are also responsible for assessing the general skill level, and the unique strengths and weaknesses of each student—and then guiding each student to their own mastery over the length of a university career.

In addition to conducting ensembles, directors have other responsibilities and their teaching loads reflect the unique nature of music. Ensemble directors are charged with recruiting talented instrumentalists and singers into their ensembles, arranging and preparing performances, conducting rehearsals, obtaining scores and performance rights, and in some cases, composing or arranging music. In addition to the presentation of concerts by performing ensembles on campus, they may submit application materials and prepare concert performances for ensembles at conferences or other academic and professional venues. Ensemble directors are often expected to assist other University units in planning and providing musical entertainment for special events (Service). Ensemble directors share with applied faculty members the responsibility for recruiting good performers. This often includes acting as liaison with public schools and serving as guest conductors, clinicians, and adjudicators. Ensemble directors may also be involved in planning, organizing, and directing events that motivate talented high school musicians to visit the university campus.



- What discipline specific note, addition, or deletion should accompany “developing skills?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “motivating students?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “setting requirements and evaluating performance?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “success with effective teaching practices?” **No additions.**

Assess the Nature of the Discipline(s) in your Department in the realm of research and scholarship

Questions to consider and answer:

1. What elements of your department’s discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines?

The discipline of music includes activities that may be commonly understood but ultimately depend, perhaps more than in other fields of inquiry, on a unique and sustained effort by the individual faculty member.

Music faculty are constantly involved in research and scholarly activity in preparation for performance. They develop and maintain knowledge and skills over the arc of a career with day-to-day discipline. They consistently study the historical context and performance traditions of works from a broad range of literature that may encompass a span of centuries—from the Medieval era to works of the present day. They study the characteristics of existing instruments and may work with new means for the production of musical sound. Each scholarly effort may involve areas such as history, acoustics, electronics and digital media, conducting, the history of music, musical theory, and analysis. The results of these efforts lead to the creation and/or re-creation of music.

The UNCP Music Department includes fields of study in Music Education, Musical Theatre, Music Industry, Music, Jazz Studies, Sacred Music, and Media Integration. Each of these fields have specific types of scholarly activity. The common factor, however, is music as a means for the dissemination of knowledge.



2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

Peer review in music should be understood from a broad perspective. Faculty may hold positions that require an audition, considered a form of peer review, and entail a number of scheduled performances. Each subsequent performance could reasonably be considered an instance of peer reviewed performance. Also, regular and sustained activity as a professional performer may be considered a form of peer review.

3. What does and does not qualify as meaningful creative work in your discipline?
No additions.
4. Does “paid” work count as scholarship? Explain?
 - Professional engagements for compensation should be given consideration.
 - Paid work should be considered recognition of professional expertise.
5. How do 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department’s discipline?

In contemporary practice, musical activity has expanded beyond what can be observed in a traditional concert presentation of, for example, an orchestra. The professional activity of capturing and processing sound, and then formatting the result in specific digital formats is widely recognized as audio engineering—a field of study that is most often housed within academic music departments. The recorded object is itself considered a work resulting from professional activity. Faculty who complete original digital works act as composer, performer and engineer in each work.

6. How does your department’s discipline assess issues of quality of scholarship?

Although quality of creative accomplishments is more important than the number of productions, exhibits, and performances, assessment of creative activity will consider quantity as well, taking account of how energetic and productive a faculty member has been relative to the norms of the discipline.

7. How does your department’s discipline assess issues of quantity of scholarship?



No addition.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany “Dissemination of Scholarship?”

Arrangements, transcriptions and compositions may be completed in the course of teaching or service. These products should be considered a result of scholarship as should their performances. Repeated performances can be an indication of quality.

Applied and ensemble faculty may prepare students for performance or presentation at professional conferences and at competitions. This work has importance beyond classroom and auxiliary teaching activities and is an artistic collaboration between faculty and students. Whether at the local, regional, national or international level it is work of a peer reviewed status.

- What discipline specific note, addition, or deletion should accompany “Creative Activities?” No additions.
- What discipline specific note, addition, or deletion should accompany “Editing?” No additions.
- What discipline specific note, addition, or deletion should accompany “Grants and Contracts?” No additions.
- What discipline specific note, addition, or deletion should accompany “Classroom based research projects—scholarship of teaching and learning?”

Presentation, performance, adjudication and conducting in workshops, clinics, in-service learning, and honor festival events is another form of scholarship that music faculty may pursue.

- What discipline specific note, addition, or deletion should accompany “Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?”

Faculty who organize on campus events for school music students prepare scholarly content that must pass the review of music teachers throughout the region.



- What discipline specific note, addition, or deletion should accompany “Other?”
No additions.

Assess the Nature of the Discipline(s) in your Department in the realm of service

Questions to consider and answer:

1. Within your department and discipline, what is the need, value, and expectation of department service?

Faculty are expected to be involved in recruitment activities on behalf of the department. These activities include attending recitals and concerts, participating in admission auditions and interviews, initiating personal contact with potential students, and attendance at university sponsored recruitment opportunities such as Admission open houses.

Faculty also provide services by helping coordinate and manage concert logistics (such as stage management and sound reinforcement), and by maintaining required recording equipment and supervising departmental recording technicians.

2. Within your department and discipline, what is the need, value, and expectation of university service?

Ensemble directors and faculty performers often perform significant service to the university by preparing and performing for University ceremonies and events. These efforts often involve preparation of music specific to each event, the coordination of a number performers, and the logistics of making available the necessary instruments and equipment.

3. Within your department and discipline, what is the importance of service to profession? No additions.

4. Within your department and discipline, what is the importance of service to community?

Music faculty are often called to service in the broader community because of their professional expertise. Performance and planning for music at community events is an important outreach activity that benefits the University.



5. How does your Department's discipline assess issues of quality of service?
[No additions.](#)
6. How does your Department's discipline assess issues of quantity of service?
[No additions.](#)

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany department service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany university service? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to profession? [No additions.](#)
- What discipline specific note, addition, or deletion should accompany service to the community? [No additions.](#)