Preamble
One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. Teaching, scholarship, and service are critical components of every faculty member's job as our mission statement makes clear:

California State University, Chico is a comprehensive university serving Northern California and other regions of the State, as well as the nation and the world, through instruction, research, and public service.

Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life-long learning and contribution.

Procedures
The Department of Music's procedures for retention, tenure, and promotion review shall be coincidental with those set forth in the current Faculty Personnel Policies and Procedures document. (Section 8.0 through 8.1 and 8.5 through 8.6; hereafter referred to as FPPP and can be found at http://www.csuchico.edu/hr/vpaa/FA/fppp.shtml). Regarding written reports based upon classroom visitation, the Music Department's procedure shall be to require a minimum of three class visitations by faculty. At least one evaluator is chosen by the candidate, and at least two are chosen by the personnel committee from the entire full and part-time faculty.

Evaluation Criteria

I. Status of Candidate
Summary of appointment status, time-in-rank considerations.

II. Instruction
Teaching effectiveness is the first, minimum and indispensable requirement for retention, tenure or promotion of teaching faculty.

All candidates shall have:
  1. An area of specialization,
  2. A secondary area of teaching in music.
  3. The kind of rapport with students which is conducive to learning.
  4. The flexibility to meet the needs of the department as indicated by changing enrollment, job market, budgets and strategic plans.
Judgments regarding teaching effectiveness shall be based upon the following:

1. Student evaluations of faculty data (SETs). SETs will not weigh in more than 25% of the overall evaluation of instructional effectiveness.

2. Classroom visitations (including reports on performances when appropriate to the candidate's assignment), syllabi, examinations and or other class materials submitted at the personnel committees and/or the candidate's request. At the option of the candidate, a meeting may be called to which all music faculty are invited for the purpose of giving the candidate an opportunity to present his/her teaching philosophy, knowledge of subject matter, knowledge of what must be taught, and evidence of currency in the field and in teaching methodology.

Candidates are encouraged to prepare/maintain an appropriate portfolio containing a wide variety of material that clearly indicates the candidates professional work. Course syllabi, programs, published material, articles, and letters of support are examples of items that should be included. Additionally, this special "file" would be enhanced by a thorough, honest, reflective, interpretive self-analysis. The purpose of this portfolio is to give reviewers a clear understanding, with examples, of the candidates contributions to the university.

Student outcomes assessment - faculty members will provide a description of the ways in which they assess student learning. This may include, but is not limited to, student self-assessment; the written portion of the SET's; samples of tests and students responses; writing assignments and students papers; performance evaluations from juries or recitals.

Contributions to elements of the Strategic Plan - faculty should clearly indicate contributions in some or all of the following areas:

1. Involvement with K-12
2. Involvement with General Education
3. Enhancement of instructional technology
4. Other areas related to good teaching, research and service.

Documentation of these activities will be required.

Curriculum and program development - faculty will show and document involvement with department, college or university curriculum and program development. New courses proposals, service on curriculum or program committees, introducing new courses or changing/updating existing courses are representative of the activities in this area.

Student Advising - faculty will show evidence of advising, monitoring and assisting students. Being available for office hours, serving on degree committees, counseling and
other direct involvement with students are examples that do not necessarily require being an "appointed" advisor.

III. Professional Growth and Achievement
Professional growth and achievement are essential considerations for retention, tenure or promotion for teaching faculty as they are directly or indirectly related to effective instruction. Continued first-hand knowledge of his or her field is required of all teaching faculty.

Evidence of acceptable professional growth and achievement may include: publications, creative activities, research, continued progress towards advanced degrees, private study, attendance at workshops and clinics, course work in the faculty member's teaching areas, and participation in professional conferences.

Professional growth and achievement encompass scholarship and scholarly research activity; composition and arranging music; performance both live and on recording; involvement with various aspects of the music business and industry ranging from management and promotion to live sound reinforcement and recording; and, a wide variety of activities in world music including traditional, classical and popular idioms. Performances in situations/venues that are reviewed by competent critics and publications in juried publications are encouraged. The number of performances or publications is not as important as the quality of the performance and the significance of the event or scholarly reputation of the publication.

Professional growth and achievement should be reflective of the strategic goals of the university. Professional activity with direct ties to these goals will help focus the candidate’s efforts for and in behalf of the institution.

IV. Other Contributions to the University and Community
Each faculty member is expected to establish professional relations with his/her colleagues and is expected to carry a reasonable share of committee work and other assignments that are a normal part of the life of the University. Service to the community, state, and region which relates to the University and its mission is considered in this category.

Contributions to the University Strategic Plan not previously addressed. These contributions need not necessarily be in an area directly related to the faculty members academic duties.

Competence Required for, and Willingness to Adjust to, University-approved College Department Strategic Plans. The Music Department policy is coincidental with FPPP.

Equivalency Policy and Procedures. Normally the doctorate is the terminal degree required for the attainment of tenure in the Department of Music. It is the policy of the department to appoint individuals to probationary positions who hold the doctorate. There are three exceptions to the above policy:

1. ABD candidates must complete their work in the first semester of appointment.
2. Professional experience and attainment equivalent to the doctorate may substitute for the terminal degree for candidates who meet a specialized need of the department. Candidates hired under this provision shall have no further terminal degree or equivalency requirements for the retention, tenure, and promotion process, and shall be so informed in writing at the time of hiring.

3. In the field of Recording Arts or Music Industry, where the doctorate is not common, an appropriate master's degree plus appropriate professional experience may be considered equivalent to the doctorate for retention, tenure, and/or promotion.

V. Contributions in support of the University's Strategic Plan
Faculty are encouraged to be involved with interdepartmental programs/activities; investing in faculty development (CELT, CAVE, and other programs); and by developing links to the community, region, state, and nation (through internships, K-12 connections, experimental programs, etc.).

VI. Summary
The committee and department chair will offer concluding remarks which will summarize II through V.