

MEADOWS SCHOOL OF THE ARTS

**DEPARTMENT, DIVISION AND INSTITUTE
STANDARDS FOR PROMOTION AND TENURE**

I. TEMERLIN ADVERTISING INSTITUTE

II. DIVISION OF ART

II a. DEPARTMENT OF ART HISTORY

II b. DEPARTMENT OF CREATIVE COMPUTATION

III. DIVISION OF ARTS MNGMT & ARTS ENTREPRENEURSHIP

IV. DIVISION OF CORP. COMMUNICATION and PUBLIC AFFAIRS

V. DIVISION OF DANCE

VI. DIVISION OF FILM AND MEDIA ARTS

VII. DIVISION OF JOURNALISM

VIII. DIVISION OF MUSIC

IX. DIVISION OF THEATRE

STANDARDS FOR PROMOTION AND TENURE

Temerlin Advertising Institute

Version 9-10-17 // Updated: 4-30-20

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.

The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Temerlin Advertising Institute

Version 9-10-17 // Updated: 4-30-20

While traditionally and typically, scholarly research has been the common path to tenure in the field of advertising, our Institute recognizes the ability for tenure through scholarly work or creative work. Both are important to the field and contribute to the discipline by creating, integrating, and/or opening new areas of knowledge and creativity.

Scholarly work in advertising is defined as peer-reviewed and publicly disseminated academic research published in respected outlets that is available, but not limited to, online and print publication.

Creative work in advertising refers to publicly observable, juried and/or expert-evaluated work and contributions in the form of, but not limited to, advertisements, audio, video, film, photographs, scripts, print, art curations, computer-generated products, identifying and analyzing creative processes and contributing to a culture of creativity in advertising.

Outstanding – Creative/Scholarly

In the **Temerlin Advertising Institute** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to engage in **significant and sustained creative / scholarly activity**. Faculty members need to produce a cohesive body of work illustrating both breadth and depth. They should be recognized **nationally or internationally** by peers in a particular area, while **significantly** contributing to the overall field of advertising through their scholarly or creative works.

Scholarly track: On this track, faculty are expected to publish **an average of two or more peer-reviewed journal publications in our field or a related field (marketing, communications, and/or psychology) per year over the period.** Journal quality, number of authors, and impact of the research on the field will also be considered. Additional types of research accomplishments, such as books, book chapters, edited books, industry articles, funded grant proposals, submitted but not awarded grant proposals, national and international conference presentations, and articles published in conference proceedings may further be used as additional indicators of a candidate's productivity and contribution to the field.

Although topics can be diverse, the candidate should have a steady stream of research in one area and be recognized in the field as an expert in that area. Research related to the Institute's curriculum, and the candidate's academic training and/or teaching area are also considered.

Questions to consider toward assessing the above expectations may include: Does the work reflect an intellectual focus, a clear agenda, and evidence of growth, and consistency of effort? Does the candidate's record of research reflect the establishment of an independent program that exhibits leadership in the field? What is the originality, contribution to theory and practice, difficulty or complexity of the subject matter, thoroughness of analysis, reputation/selectivity of the forum in which the work is presented, citations of work as a proxy of the influence on other work, and overall contribution to advancing knowledge in the field?

Note: Our guidelines have been informed by the fact that the Temerlin Advertising Institute is one of the top advertising programs in the country, offering BA and MA degrees. It is also one of the top advertising research producing departments in the country, particularly as a ratio of tenured and tenure track faculty to publications.

Creative track: On this track, faculty are expected to contribute to the culture of creativity by creating major works and/or a significant body of works, with prestigious, nationally or internationally-recognized adjudication or other expert determination of its intrinsic creative value. The faculty member should show a primary or leadership role in the creative process for his/her work to be counted. Notable success and recognition over a period of time would be expected. Unlike the research track, which requires an average of at least two publications per year, creative works are difficult to quantify depending on size, scope and temporal duration of the work. However, clear and consistent development of a national/international profile is expected annually with creative work being disseminated and/or assessed by esteemed peers/experts.

Attention should be given to venue quality and selectivity of the publishing, inviting, exhibiting, distributing, and/or airing organization as this provides a mark of expert evaluation. Also, attention should be given to awards or honors bestowed upon the work, with a focus on reputation of the awarding organizations and level of competition. The number of other artists involved in the work (if any), readership, distribution, attendees, acceptance rate, and longevity, can further be used as indicators in assessing quality and impact of the work.

Examples of outstanding or excellent work might include (but not be limited to) having creative works exhibited in prestigious venues and/or winning or gaining notoriety in major external awards, such as a Cannes Lion, Addy, or One Show. Leadership in development of the award winning work must be demonstrated. Additional types of notable accomplishment may include achievements such as publishing of creative works related to advertising in peer/expert-evaluated venues such as books, book chapters, edited books, and/or trade media. Serving as an editor for a peer-evaluated creative volume or an invitation to jury an industry-recognized creative advertising competition may further be used as additional indicators of a candidate's productivity (or impact) and contribution to the field. Regional, national and international invited exhibits / presentations, may further be used as indicators of a candidate's creative productivity and contribution to the field. Creative work selected for advertising/media festivals, other refereed competitions or conferences, off-campus artistic exhibits, galleries, and museums; and documented contributions to professional creative work further help assess creative contribution. Invited lectures, citations/mentions of the candidate's creative work, collaborations or presentations and honors, or grants for creative activities also can serve as contributions to creativity.

Although topics and areas of specialization can be diverse, the candidate should demonstrate sustained creativity and be recognized in the field as an expert in that area

(s). Areas may be broadly defined such as art direction, copywriting, or graphic design, or more narrowly drawn such as an expert in using color in outdoor advertising. The road to tenure would be about continuing/developing the faculty member's stated focus into a strong/outstanding and nationally/internationally recognized profile as assessed by experts in the field. Creative work related to the Institute's curriculum, and the candidate's academic training and/or teaching area also are considered.

Questions to consider toward assessing the above expectations may include: Does the candidate's body of work exhibit an intellectual and original practice, a creative focus with evidence of growth and development of technique, and a consistency of effort? Does the candidate's record or portfolio of creative work demonstrate leadership and/or an impact within creative collaborations? How is the candidate demonstrating originality, contribution to theory or practice, difficulty or complexity or subject matter and technique, thoroughness of analysis, repetition/selectivity of the forum in which the work is presented, citations of work as a proxy of influence, and overall contributions to advancing a culture of creativity in advertising?

Of High Quality – Creative/Scholarly

In the **Temerlin Advertising Institute** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to engage in ***a strong and consistent record of creative / scholarly activity***. Faculty members need to produce a cohesive body of work illustrating both breadth and depth. They should be recognized ***nationally*** by peers in a particular area, while ***strongly*** contributing to the overall field of advertising through their scholarly or creative works.

High quality in the research track requires ***one to two peer-reviewed journal publications in our field or a related field (marketing, communications, and psychology) per year over the period, with a minimum of nine.***

High quality in the creative track requires a ***solid record of work adjudicated by prestigious nationally recognized venues demonstrating sustained effort over the pre-tenure period.***

All other considerations in assessing High Quality are to follow efforts outlined above under Outstanding / Substantial Achievement for Research and Creative works, respectively.

Outstanding – Teaching

In the **Temerlin Advertising Institute** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to show a sustained **excellent record** of performance in teaching across all levels of the undergraduate and/or graduate curriculum.

Outstanding performance is assessed through peer review, student evaluations of the candidate's teaching, reviewing the quality of course related material and observing a sustained passion for improving teaching and empowering students. Outstanding is demonstrated by above-average performance over the time-period being reviewed and not by above-average performance in any one class or one academic year. Likewise, below-average performance in one class during one semester does not preclude outstanding performance.

Other considerations for assessing teaching effectiveness include evaluation of syllabi, class sizes, the number of new preps, course content, course innovation, new course development, student awards, student academic presentations, directed studies, guest lectures, teaching abroad, program development, development of teaching environments, teaching awards, and class grade averages, among other factors. An outstanding teacher should be rated as very strong across the criteria assessed, although not all must be present (ex. teaching abroad) to attain the rank of outstanding. At the graduate level, M.A. committees and M.A. theses are also included in assessments of teaching as well as external committee work for doctoral candidates.

In general, an outstanding teacher demonstrates very strong ratings across many of the following characteristics:

- Enthusiasm for the subject
- A thorough knowledge of the subject
- The ability to communicate clearly
- The ability to challenge students to do their best work
- The ability to create a positive learning atmosphere where ideas are exchanged freely
- The ability to involve and interest the students in the subject
- The ability to maintain high professional standards in respect to meeting classes as assigned, fair and careful grading, creation of detailed syllabi, being available to students, and showing respect for students and colleagues.
- Effectiveness in implementing innovative teaching methods, including, but not limited to, technology
- Ability to help students with winning awards and scholarships

Of High Quality - Teaching

In the **Temerlin Advertising Institute** of the **Meadows School of the Arts**, for **teaching** to be considered **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to show a sustained **strong record** of performance in teaching across all levels of the undergraduate and/or graduate curriculum.

High quality performance is assessed by reviewing the same material as Outstanding, but with the allowance for high but not outstanding assessments across the criteria. High quality performance is assessed through peer review, reviewing student evaluations of the candidate's teaching, reviewing the quality of course related material, and observing a sustained passion for improving teaching and empowering students. High Quality is demonstrated by above-average performance over the time-period being reviewed and not by above-average performance in any one class or one academic year. Likewise, below- average performance in one class during one semester does not preclude high quality performance.

Other considerations for assessing teaching effectiveness include evaluation of syllabi, class sizes, the number of new preps, course content, course innovation, new course development, student awards, student academic presentations, directed studies, guest lectures, teaching abroad, program development, development of teaching environments, teaching awards, and class grade averages, among other factors. A High-Quality teacher should be rated as strong across the criteria assessed, although not all must be present (ex. teaching abroad) to attain the rank of High Quality. At the graduate level, M.A. committees and M.A. theses are also included in assessments of teaching as well as external committee work for doctoral candidates.

In general, a High Quality teacher demonstrates strong ratings across many of the following characteristics:

- Enthusiasm for the subject
- A thorough knowledge of the subject
- The ability to communicate clearly
- The ability to challenge students to do their best work
- The ability to create a positive learning atmosphere where ideas are exchanged freely
- The ability to involve and interest the students in the subject
- The ability to maintain high professional standards in respect to meeting classes as assigned, fair and careful grading, creation of detailed syllabi, being available to students, and showing respect for students and colleagues.
- Effectiveness in implementing innovative teaching methods, including, but not limited to, technology
- Ability to help students with winning awards and scholarships

STANDARDS FOR PROMOTION AND TENURE

Division of Art

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

1. Policy Statement

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2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is of **high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
Division of Art

Outstanding – Creative/Scholarly

In the **Division of Art** of the **Meadows School of the Arts**, the distinction between “outstanding” and “high quality” is both a quantitative and a qualitative one.

For **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to present a **significant** record of exhibitions appropriate to the medium and purposes of their work. These should include regional and national exhibitions in such venues as museums, art centers, university galleries, commercial galleries, and juried residencies, or other sites where discourse concerning contemporary art may be initiated or furthered. Publication in national journals should also be considered. The artist’s work and/or scholarly contributions will reflect a commitment to contemporary discourse in art appropriate to his/her media and intentions.

Of High Quality – Creative/Scholarly

In the **Division of Art** of the **Meadows School of the Arts**, the distinction between “outstanding” and “high quality” is both a quantitative and a qualitative one.

For **creative/scholarly achievements** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to present a **strong** record of exhibitions appropriate to the medium and purposes of their work. These should include regional and national exhibitions in such venues as museums, art centers, university galleries, commercial galleries, and juried residencies, or other sites where discourse concerning contemporary art may be initiated or furthered. Publication in national journals should also be considered. The artist’s work and/or scholarly contributions will reflect a commitment to contemporary discourse in art appropriate to his/her media and intentions.

Outstanding/Substantial Achievement – Teaching

In the **Division of Art** of the **Meadows School of the Arts**, the distinction between “outstanding” and “high quality” is both a quantitative and a qualitative one.

For **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to present testimony from past students speaking of the candidate’s teaching as contributing to the students’ intellectual growth, to the advancement of their work, and to their understanding of the world. Second year and fifth year Teaching Reviews by senior faculty should be highly positive. Student evaluation scores will be consistently above departmental and Meadows School averages, as indicative of a teacher with high expectations and skill in communicating ideas and encouraging innovation.

Of High Quality - Teaching

In the **Division of Art** of the **Meadows School of the Arts**, the distinction between “outstanding” and “high quality” is both a quantitative and a qualitative one.

For **teaching** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to present testimony from past students speaking of the candidate’s teaching as contributing to the students’ intellectual growth, to the advancement of their work, and to their understanding of the world. Second year and fifth year Teaching Reviews by senior faculty should be positive. Student evaluation scores will be at or above departmental and Meadows School averages, as indicative of a teacher with high expectations and skill in communicating ideas and encouraging innovation.

FOR PROMOTION TO PROFESSOR

Division of Art

Substantial and Continuing – Creative/Scholarly

In the **Division of Art** of the **Meadows School of the Arts**, for **research/creative activity** to be **recognized by members of the professional field as substantial and continuing** for Promotion to Professor, faculty are expected to present an impressive record of exhibitions appropriate to the medium and purposes of the candidate’s work. These should include regional, national, and international exhibitions in such venues as museums, art centers, university galleries, commercial galleries, and juried residencies, or other sites where discourse concerning contemporary art may be initiated or furthered. Publication in national journals should also be considered. The artist’s work and/or scholarly contributions will reflect a commitment to contemporary discourse in art appropriate to his/her media and intentions.

Sustained High Quality – Teaching

In the **Division of Art** of the **Meadows School of the Arts**, for **teaching** to be **judged by students and peers** as being **of sustained high quality** for Promotion to Professor, faculty are expected to present significant testimony from past students speaking of the candidate’s teaching as contributing to the students’ intellectual growth, to the advancement of their work, and to their understanding of the world. Preferably, among these letters will be ones from artists who are recognized as producing significant work themselves. Student evaluation scores will be impressively above departmental and Meadows School averages, as indicative of a teacher with high expectations and skill in communicating ideas and encouraging innovation.

STANDARDS FOR PROMOTION AND TENURE

Department of Art History

Meadows School of the Arts

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

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- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
Department of Art History

Outstanding – Scholarship

In the **Department of Art History** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to complete a full draft of a book manuscript, and have a legal contract from a respected publisher (with few exceptions, such as Routledge, that would mean a university press).

Given the highly competitive nature of scholarly publishing today, and the fact that book contracts for scholarly studies require peer reviews of the manuscript, we consider this commensurate with and indicative of “outstanding” quality and “substantial achievement” in scholarship. Since the Department will only support tenure for someone who has completed a book manuscript (and has a contract from a respected press), scholarship that we would consider only of “high quality” (which would normally mean a number of peer-reviewed journal articles) would not be sufficient for tenure.

Of High Quality – Scholarship

In the **Department of Art History** of the **Meadows School of the Arts**, scholarship that would be considered to be only of “high quality” would not be sufficient for tenure or promotion to associate professor.

Outstanding – Teaching

In the **Department of Art History** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to present evidence of several years of student evaluations in the top thirty percent of the Meadows School, to have developed new courses, and to have made resources at SMU and the metroplex integral to their teaching.

Of High Quality - Teaching

In the **Department of Art History** of the **Meadows School of the Arts**, for **teaching** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to present evidence of several years of student evaluations in the top fifty percent in the Meadows School.

FOR PROMOTION TO PROFESSOR
Department of Art History

Substantial and Continuing – Scholarship

In the **Department of Art History** of the **Meadows School of the Arts**, for **research/creative activity** to be **recognized by members of the professional field as substantial and continuing** for Promotion to Professor, faculty are expected to have completed a full draft of a second book manuscript, along with a legal contract from a respected publisher (with few exceptions, such as Routledge, that would mean a university press).

Sustained High Quality – Teaching

In the **Department of Art History** of the **Meadows School of the Arts**, for **teaching** to be **judged by students and peers** as being **of sustained high quality** for Promotion to Professor, faculty are expected to have received several years of student evaluations in the top thirty percent of the Meadows School, to have developed new courses, and to have made resources at SMU and the metroplex integral to their teaching.

STANDARDS FOR PROMOTION AND TENURE

Division of Arts Management and Arts Entrepreneurship

Meadows School of the Arts

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2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
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- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Division of Arts Management and Arts Entrepreneurship

Outstanding – Creative/Scholarly

In the **Division of Arts Management and Arts Entrepreneurship** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to:

- demonstrate that they have **substantial abilities in doing research** by:
 - continuous contribution to the advancement of the studies in the domain of arts management / arts entrepreneurship / cultural policy with original studies and research. To this aim outstanding achievements are connected to the recognition of the candidates as experts by external reviewers for **innovative topics and research approaches** as emerging from research that they have carried forward after the PhD diploma.
 - continuous publishing activity of **outstanding contributions** in the domain of arts management / arts entrepreneurship / cultural policy or related disciplines. To this aim candidate's manuscripts should be accepted in double-blind scientific journals / peer reviewed books / peer reviewed edited books / peer reviewed conference proceedings in order to show substantial achievement in the field of arts management / arts entrepreneurship / cultural policy. Publications in **top journals** in outside disciplines might represent an equivalent criterion to qualify candidates' substantial abilities in doing research.
- demonstrate their **recognition as outstanding researchers** of the arts management / arts entrepreneurship / cultural policy scholarly community by:
 - regularly **attending scientific conferences** organized by scholarly association in the field of arts management / arts entrepreneurship / cultural policy or related disciplines.
 - being **appointed as Editor or Referee for Journals** in the field of arts management / arts entrepreneurship / cultural policy or related disciplines.
 - being **awarded Research Grants** by Academic Institutions/Schools in the field of arts management / arts entrepreneurship / cultural policy or related disciplines.
 - being known and recognized by **external reviewers and peers** for the substantial quality of their research achievements in the field of arts management / arts entrepreneurship / cultural policy. This might be evaluated also through the invitation as **visiting scholar or instructor** in national or international academic institutions.

Of High Quality – Creative/Scholarly

In the **Division of Arts Management and Arts Entrepreneurship** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to:

- demonstrate they have good abilities in doing research by:
 - continuous contribution to the advancement of the studies in the domain of arts management / arts entrepreneurship / cultural policy with their studies and research. To this aim, outstanding achievements are connected to the recognition of candidates as experts by external reviewers for specific topics and research approaches as emerging from studies they have carried forward after the PhD diploma.
 - continuous publication of high-quality contributions in the domain of arts management / arts entrepreneurship / cultural policy or related disciplines. To this aim, candidates' manuscripts should be accepted in double-blind scientific journals / peer reviewed books / peer reviewed edited books / peer reviewed conference proceedings in order to show substantial achievement in the field of arts management / arts entrepreneurship / cultural policy. Publications in journals in outside disciplines might represent an equivalent criterion to qualify candidates' high-quality abilities in doing research.

- demonstrate their recognition as good researchers of the arts management / arts entrepreneurship / cultural policy scholarly community by:
 - frequently attending scientific conferences organized by scholarly associations in the field of arts management / arts entrepreneurship / cultural policy or related disciplines.
 - being appointed as Referee for Journals in the field of arts management / arts entrepreneurship / cultural policy or related disciplines.
 - being known and recognized by external reviewers and peers for the quality of their research achievements in the field of arts management / arts entrepreneurship / cultural policy. This might be evaluated also through the invitation as visiting scholar or instructor in national or international academic institutions.

Outstanding – Teaching

In the **Division of Arts Management and Arts Entrepreneurship** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to demonstrate outstanding abilities in teaching by:

- keeping an outstanding record as a teacher in class. To this aim outstanding quantitative overall score (> 4.00/5.00) and outstanding qualitative comments emerging from students' evaluations provide evidence of outstanding teaching
- keeping outstanding peer reviews from supervisors and colleagues o being able to teach in different programs at different levels of education (Ph.D. / graduate / undergraduate/ executive)
- maintaining the quality of the overall teaching
- demonstrating she/he keeps on innovating substantially her/his teaching by:
- producing innovative pedagogical material or assignments for the classes they teach (case studies, books, etc.)
- attending internal or external seminars and courses about teaching
- demonstrating a substantial involvement in students and colleague's works by
 - being involved in directing students' works (i.e.: Master thesis, directed studies, internship supervision)
 - being involved in Department Faculty seminars aimed at sharing best practices and sustaining colleagues' work

Of High Quality - Teaching

In the **Division of Arts Management and Arts Entrepreneurship** of the **Meadows School of the Arts**, for **teaching** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to demonstrate good abilities in teaching by:

- keeping an outstanding record as a teacher in class. To this aim good quantitative overall score (> 3.00/5.00) and good qualitative comments emerging from students' evaluations provide evidence of high-quality teaching
- keeping good peer reviews from supervisors and colleagues
- being able to teach in different programs at different levels of education (PhD / graduate / undergraduate / executive)
- demonstrating she/he keeps on innovating her/his teaching b attending internal or external seminars and courses about teaching
- demonstrating a substantial involvement in students and colleague's works by being involved in directing student works (i.e.: Master thesis directed studies, internship supervision)

FOR PROMOTION TO PROFESSOR
Division of Arts Management and Arts Entrepreneurship]

Substantial and Continuing – Creative/Scholarly

In the **Division of Arts Management and Arts Entrepreneurship** of the **Meadows School of the Arts**, for research/creative activity to be **recognized by members of the professional field as substantial and continuing** for Promotion to Professor, faculty are expected to demonstrate substantial and continuing abilities in doing research by:

- contributing to the advancement of the studies in the domain of arts management / arts entrepreneurship / cultural policy with original studies and research. To this aim outstanding achievements are connected to the recognition of the candidate as a research reference point for the field by external reviewers for his/her mastery of multiple research topics and approaches as emerging from his/her studies
- continuous publication of outstanding contributions in the domain of arts management / arts entrepreneurship / cultural policy or related disciplines. To this aim the candidate manuscripts should be accepted in double-blind scientific journals / peer reviewed books / peer reviewed edited books / peer reviewed conference proceedings in order to show substantial achievement in the field of arts management / arts entrepreneurship / cultural policy. Among his/her publications the Candidate should have published at least 1 book as sole author in arts management / arts entrepreneurship / cultural policy or related disciplines.
- having regularly supervised PhD students in their development of their PHD dissertation/Doctoral thesis
- demonstrate his/her recognition as an outstanding researcher of the arts management / arts entrepreneurship / cultural policy scholarly community by:
 - regularly attending scientific conferences organized by scholarly association in the field of arts management / arts entrepreneurship / cultural policy or related disciplines.
 - being as Editor or Associate Editor for Journals in the field of arts management / arts entrepreneurship / cultural policy or related disciplines. ○ having been awarded for Research Grants by Academic Institutions/Schools in the field of arts management / arts entrepreneurship / cultural policy or related disciplines
 - being known and recognized by external reviewers and peers for the substantial quality of his/her research achievements in the field of arts management / arts entrepreneurship / cultural policy. This might be evaluated also through the recognition of formal appointments in national or international academic institutions.

Sustained High Quality – Teaching

In the **Division of Arts Management and Arts Entrepreneurship** of the **Meadows School of the Arts**, for **teaching** to be **judged by students and peers** as being of **sustained high quality** for Promotion to Professor, faculty are expected to demonstrate good abilities in teaching by:

- keeping an outstanding record as a teacher in class. To this aim good quantitative overall score (> 3.00/5.00) and outstanding good comments emerging from students' evaluations provide evidence he/she is an outstanding teacher
- keeping good peer reviews from supervisors and colleagues
- being able to teach in different programs at different levels of education (Ph.D. / graduate / undergraduate/ executive)
- maintaining the good quality of the overall teaching
- demonstrating she/he keeps on innovating substantially her/his teaching by:
 - producing innovative pedagogical material or assignments for the classes he/she teaches (case studies, books, etc.
 - attending internal or external seminars and courses about teaching
- demonstrating a substantial involvement in students and colleague's works by:
 - being involved in directing students' works (i.e.: Master thesis, directed studies, internship supervision)
 - being involved in Department Faculty seminars aimed at sharing best practices and sustaining colleagues' work
 - demonstrating high quality skills as a Director of University Graduate / Undergraduate Programs in arts management / arts entrepreneurship and cultural policy or related disciplines.

STANDARDS FOR PROMOTION AND TENURE
The Division of Corporate Communication and Public Affairs
Meadows School of the Arts

**SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 -
GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:**

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

**FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
The Division of Corporate Communication and Public Affairs**

Outstanding – Scholarly

In the **Division of Corporate Communication and Public Affairs** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to:

Demonstrate a clearly focused program of research that illustrates sustained productivity, continued scholarly development, public dissemination of their work within the discipline, and scholarship that is both engaging and rigorous.

Published Scholarship: Outstanding candidates for promotion show an active record of publication of either peer-reviewed journal articles, invited articles in significant journals, or the publication of full-length monographs or books. It is important to note that within the discipline there are different standards for various divisions of the field.

- a) For scholars in Political Communication, current standards of the field suggest that at a minimum the publication of one major¹ press book is required, whether edited, sole-authored, or co-authored (with an outstanding candidate's contribution exceeding 50%). Outstanding candidates will exceed this minimum through the inclusion of additional peer-reviewed academic journal articles and/or additional major press book publications, including peer-reviewed chapters, at a rate of approximately one per year.
- b) For scholars in Organizational, Non-Profit, Forensics and Argumentation, and Public Relations, current standards of the field suggest that for candidates seeking designation as outstanding, a higher emphasis is placed upon one's frequent publication in top tier peer-reviewed journals (see attached listing) at a rate that exceeds approximately one per year. Fewer peer-reviewed publications can be offset by the publication of a full-length monograph or an edited, sole-authored, or co-authored book (with an outstanding candidate's contribution exceeding 50%) published by a major² press.
- i) Publication Outlets: Whereas definitive rankings of major publication venues and journal quality are rare, as a Division, we recognize that there are sources to which we can appeal for guidance:
 - a. The SENSE Major Press rankings -The Royal Academy of Arts and Sciences/Netherlands
 - b. The Scimago Communication Journal rankings
 - c. Note: These rankings provide guidance in tandem with CCPA faculty insights regarding recognized journals in each subfield of the discipline and the impact, significance, and reputation of a given publication venue.

¹ As designated by the Sense Rankings, 2009

² As designated by the Sense Rankings, 2009

- ii) Additional Research Venues: Outstanding candidates will demonstrate active participation across adjudicated and invited conference presentations, publications in conference proceedings, and/or encyclopedia entries. Greater weight is placed upon venues where a competitive evaluation procedure determines acceptance or rejection of participation. Blogs, consultancies, media contributions, and professional symposia, while not sufficient for scholarly work, do serve as external validation of the candidate's national/international reputation and reach.
- iii) Evaluation: Candidates must justify their choice of publication outlets with respect to the journal's suitability, reputation, impact score, and rigor. Whereas a body of work should demonstrate a focused research trajectory, it should be neither overly duplicative nor so broad as to lack cohesion of a central theme(s). Both single-authored and multiple-authored pieces are acceptable. However, an outstanding candidate's level of contribution to publication must exceed 50%.

Of High Quality – Scholarly

In the **Division of Corporate Communication and Public Affairs** of the **Meadows School of the Arts**, for **scholarly achievements** to be considered of **high quality** for Tenure and Promotion to Associate Professor, faculty are expected to:

Demonstrate a clearly focused program of research that illustrates sustained productivity, continued scholarly development, public dissemination of their work within the discipline, and scholarship that is both engaging and rigorous.

Published Scholarship: High quality candidates for promotion show an active record of publication of either peer-reviewed journal articles, invited articles in significant top tier journals, or the publication of full-length monographs or books.

- a) For scholars in Political Communication, current standards of the field suggest that at a minimum the publication of one major³ press book is required, whether edited, sole-authored, or co-authored. Therefore, high quality candidates would meet this minimum requirement through the publication of at least one book with a major⁴ press that demonstrates years of rigorous research, significant impact for the field through favorable reviews by leaders in the field, and/or disciplinary awards.
- b) For scholars in Organizational, Non-Profit, Forensics and Argumentation, and Public Relations, current standards of the field suggest that for candidates seeking designation as high quality, an acceptable publication rate of no less than approximately one publication per year since arrival at SMU or the publication of one book with a major⁵ press that demonstrates years of rigorous research, significant impact for the field through favorable reviews by leaders in the field, and/or disciplinary awards.

³ As designated by the Sense Rankings, 2009

⁴ As designated by the Sense Rankings, 2009

⁵ As designated by the Sense Rankings, 2009

- i) Publication Outlets: Whereas definitive rankings of major publication venues and journal quality are rare, as a Division, we recognize that there are sources to which we can appeal for guidance:
 - a. The SENSE Major Press rankings -The Royal Academy of Arts and Sciences/Netherlands
 - b. The Scimago Communication Journal rankings
 - c. Note: These rankings provide guidance in tandem with CCPA faculty insights regarding recognized journals in each subfield of the discipline and the impact, significance, and reputation of a given publication venue.

- ii) Additional Research Venues: High quality candidates will demonstrate an active participation across adjudicated and invited conference presentations, publications in conference proceedings, and/or encyclopedia entries. Greater weight is placed upon venues where a competitive evaluation procedure determines acceptance or rejection of participation. Blogs, consultancies, media contributions, and professional symposia, while not sufficient for scholarly work, do serve as external validation of the candidate's national/international reputation and reach.

- iii) Evaluation: Candidates must justify their choice of publication outlets with respect to the journal's suitability, reputation, impact score, and rigor. Whereas a body of work should demonstrate a focused research trajectory, it should be neither overly duplicative nor so broad as to lack cohesion of a central theme(s). Both single-authored and multiple-authored pieces are acceptable.

Outstanding – Teaching

In the **Division of Corporate Communication and Public Affairs** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to:

- 1) Demonstrate a sustained integration of their current research activity in their classroom and curricular development.
- 2) Demonstrate a commitment to rigor, pedagogical excellence, and achievement of student learning objectives through:
 - a) An analysis of numerical evaluation in tandem with student narratives of evaluation.
 - b) An invited guest lecture(s); peer-reviewed teaching-related publication or conference presentation; conferral of a competitive junior faculty teaching award such as *The Golden Mustang, Rotunda, or Umphrey Lee Awards*; or receipt of an SMU or professional association grant or award for teaching excellence or pedagogical exploration.

- 3) Demonstrate the ability to successfully teach at least one of the Division's basic introductory courses (CCPA 2310, 2327, 2328, 2375, or 3300) through:
 - a) An analysis of numerical evaluation in tandem with student narratives of evaluation
 - b) An invited guest lecture
 - c) Direct observation of the senior faculty
 - d) Review of syllabi, course materials, assessment rubrics, and exams
 - e) Completion of Division- and University-level assessments as required each semester for courses taught
- 4) Demonstrate a commitment to continuous improvement of one's teaching as demonstrated by:
 - a) A continual improvement in overall student evaluations, both numeric and narratives
 - b) Yearly attendance at the SMU Center for Teaching Excellence Fall Symposium
 - c) The incorporation of new technologies and techniques to strengthen teaching and/or assessment
 - d) The updating of course materials and readings as appropriate

Of High Quality - Teaching

In the **Division of Corporate Communication and Public Affairs** of the **Meadows School of the Arts**, for **teaching** to be considered of **high quality** for Tenure and Promotion to Associate Professor, faculty are expected to:

- 1) Demonstrate a sustained integration of their current research activity in their classroom and curricular development.
- 2) Demonstrate through a commitment to rigor, pedagogical excellence, and achievement of student learning objectives through:
 - a) An analysis of numerical evaluation in tandem with student narratives of evaluation.
 - b) Nomination for (or conferral of) a competitive teaching award such as *The Golden Mustang, Rotunda, or Umphrey Lee Awards*; a student-nominated award such as the *HOPE Award*; participation in Center for Teaching Excellence seminars/workshops/activities in addition to the Fall Symposium; or receipt of a SMU or professional association award or grant related to teaching excellence or pedagogical exploration.

- 3) Demonstrate the ability to successfully teach at least one of the Division's basic introductory courses (CCPA 2310, 2327, 2328, 2375, or 3300) through:
 - a) An analysis of numerical evaluation in tandem with student narratives of evaluation
 - b) An invited guest lecture
 - c) Direct observation of the senior faculty
 - d) Review of syllabi, course materials, assessment rubrics, and exams
 - e) Completion of Division- and University-level assessments as required each semester for courses taught
- 4) Demonstrate a commitment to continuous improvement of one's teaching as demonstrated by:
 - a) A continual improvement in overall student evaluations, both numeric and narratives
 - b) Yearly attendance at the SMU Center for Teaching Excellence Fall Symposium
 - c) The incorporation of new technologies and techniques to strengthen teaching and/or assessment
 - d) The updating of course materials and readings as appropriate

FOR PROMOTION TO PROFESSOR

The Division of Corporate Communication and Public Affairs

Substantial and Continuing – Scholarly

In the **Division of Corporate Communication and Public Affairs** of the **Meadows School of the Arts**, for research/creative activity to be **recognized by members of the professional field as substantial and continuing** for Promotion to Professor, faculty are expected to:

- 1) Maintain the standards related to the promotion to tenured associate professor, including an active publication record of approximately one peer-reviewed article per year and/or demonstration of a sustained scholarly body of work/research that is substantial enough to warrant less frequent but still ongoing contributions to the body of knowledge and the candidate's national/international reputation as a scholar.

- 2) Provide evidence of a developed and important research agenda culminating in the publication of a book(s) with a major⁶ university press and/or academic press and/or articles in peer-reviewed journals (see attached listing) that were not originally included in the submission packet for promotion to associate professor. Work, whether edited, sole-authored, or co-authored (with the candidate's contribution exceeding 50%), must be judged as being of sufficiently high scholarly quality to warrant promotion to full professor and supported by reviewers, endorsements, awards/honors, or other notable recognition of making a significant contribution to the field over time.
- 3) Provide evidence of community engaged communication research which not only promotes socially useful description, explanation, and critiques, but also leads to effective and measurable change in the researched communities, in that the research and the researcher help enact new abilities, programs, and solutions for communities or organizations.
- 4) Demonstrate a national and/or international reputation that reflects continued and sustained contribution to the academic discourse of the field as well as the dissemination of the knowledge in non-academic venues including but not limited to:
 - a) National/international media engagements
 - b) Invited lectures and keynote addresses
 - c) Invited commentaries, essays, or thought leadership publications
 - d) Executive leadership in recognized professional and academic guilds
 - e) Awards/honors based on the excellence of publications or service to the field
 - f) Notable editorial service to key disciplinary texts and journals
 - g) Application of research to SMU centers, initiatives, and/or a broader community audience whether regionally, nationally, or internationally

Sustained High Quality – Teaching

In the **Division of Corporate Communication and Public Affairs** of the **Meadows School of the Arts**, for **teaching** to be **judged by students and peers** as being of **sustained high quality** for Promotion to Professor, faculty are expected to:

- 1) Maintain the standards related to the promotion of associate professor with tenure
- 2) Demonstrate continued and substantial evidence of pedagogical development and evolution as evidenced by course materials, class observations, and student evaluations
- 3) Actively incorporate their research in the classroom via innovative pedagogical methods, client-based projects, and other means of academic and/or community engagement by which students learn through application and example

⁶ As designated by the Sense Rankings, 2009

STANDARDS FOR PROMOTION AND TENURE

Division of Dance

Meadows School of the Arts

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
Division of Dance

Outstanding – Creative/Scholarly

In the **Division of Dance** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to make significant contributions to knowledge in the field and the artistic practices and traditions of the discipline. These contributions may come through creative activity such as performing, choreographing works and restaging masterworks and/or scholarly research manifest in forms such as publications, documentary film making, Labanotation scores and conference presentations. Creative/scholarly activity should be presented in venues in the field that are nationally and internationally recognized.

Additionally, **creative/scholarly activity** can take the form of embodied research, a process based on intense study in which the scholar/practitioners comprehend and disseminate work through embodied praxis. This might include workshops and methodology certifications in which teaching/performance related skills are embodied or realized. These creative/scholarly activities should take place in venues in the field that are nationally and internationally recognized.

It should be noted that the demands of dedicated conservatory teaching and mentoring, the length of the time required for creative/scholarly projects and geographical considerations can often curtail professional practice for periods of time.

Of High Quality – Creative/Scholarly

In the **Division of Dance** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to make notable contributions to knowledge in the field and the artistic practices and traditions of the discipline. These contributions may come through creative activity such as performing, choreographing works and restaging masterworks and/or scholarly research manifest in forms such as publications, documentary film making, Labanotation scores and conference presentations. Creative/scholarly activity should be presented in venues in the field that are regionally and nationally recognized.

Additionally, **creative/scholarly activity** can take the form of embodied research, a process based on intense study in which the scholar/practitioners comprehend and disseminate work through embodied praxis. This might include lecture demonstrations, workshops and methodology certifications in which teaching/performance related skills are embodied or realized. These creative/scholarly activities should take place in venues in the field that are nationally and internationally recognized.

It should be noted that the demands of dedicated conservatory teaching and mentoring, the length of the time required for creative/scholarly projects and geographical considerations can often curtail professional practice for periods of time.

Outstanding – Teaching

In the **Division of Dance** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, in addition to assessment through 3rd and 5th year peer review and student evaluations, which demonstrate the mastery of subject matter appropriate to the faculty member's areas of expertise and their ability to stimulate students' artistic and intellectual growth and development, faculty are expected to recognize the interactive nature of the curriculum and demonstrate commitment to making original and significant contributions to its implementation and ongoing development. Teaching extends into the laboratory of the rehearsal/performance process associated with concerts produced by the Division. Faculty who create choreographic works and restage masterworks for mainstage concerts engage in both teaching and creative activity as they work with students to bring these works to performance. This integrated teaching/creative process extends to the rehearsal direction of works created by guest choreographers for mainstage concerts and artistic direction of those concerts. Outstanding teaching may also extend to advising and mentoring students in the creation of their own works for student showcases. Outstanding/substantial achievement in teaching requires a consistently demonstrated high level of collegiality and a detailed and practical knowledge of the developmental and technical skills taught throughout the Dance Division. Teaching excellence may also be demonstrated through invitations to teach at nationally and internationally recognized academic and professional institutions.

Of High Quality – Teaching

In the **Division of Dance** of the **Meadows School of the Arts**, for **teaching** to be considered **high quality** for Tenure and Promotion to Associate Professor, in addition to assessment through 3rd and 5th year peer review and student evaluations, which demonstrate the mastery of subject matter appropriate to the

faculty member's areas of expertise and their ability to stimulate students' artistic and intellectual growth and development, faculty are expected to recognize the interactive nature of the curriculum and demonstrate commitment to its implementation and ongoing development. Teaching extends into the laboratory of the rehearsal/performance process associated with concerts produced by the Division. Faculty who create choreographic works and restage masterworks for mainstage concerts engage in both teaching and creative activity as they work with students to bring these works to performance. This integrated teaching/creative process extends to the rehearsal direction of works created by guest choreographers for mainstage concerts and artistic direction of those concerts. High quality teaching may also extend to advising and mentoring students in the creation of their own works for student showcases. High quality teaching requires a consistently demonstrated high level of collegiality and a detailed and practical knowledge of the developmental and technical skills taught throughout the Dance Division. Teaching abilities of high quality may also be demonstrated through invitations to teach at regionally and nationally recognized academic and professional institutions.

FOR PROMOTION TO PROFESSOR

Division of Dance

For promotion to Professor, faculty are expected to have demonstrated the highest level of fulfillment of the University's ideal of the teaching artist/scholar, actively promoting the well-being and creative/intellectual stimulation of the students, the expanding profile of the University and the vitality of the artistic and academic communities in society. The Division also recognizes service at all levels of university governance as well as service to other institutions in the field.

Substantial and Continuing – Creative/Scholarly

In the **Division of Dance** of the **Meadows School of the Arts**, for **research/creative activity** to be **recognized by members of the professional field as substantial and continuing** for Promotion to Professor, faculty are expected to make continuing contributions of considerable substance and depth to knowledge in the field and the artistic practices and traditions of the discipline.

These contributions may come through creative activity such as performing, choreographing works and restaging masterworks and/or scholarly research manifest in forms such as publications, documentary film making, Labanotation scores and conference presentations. Creative/scholarly activity should be presented in venues in the field that are nationally and internationally recognized.

Additionally, **creative/scholarly activity** can take the form of embodied research, a process based on intense study in which the scholar/practitioners comprehend and disseminate work through embodied praxis. This might include workshops and methodology certifications in which teaching/performance related skills are embodied or realized. These activities should take place in venues in the field that are nationally and internationally recognized.

It should be noted that the demands of dedicated conservatory teaching and mentoring, the length of the time required for creative/scholarly projects and geographical considerations can often curtail professional practice for periods of time.

Sustained High Quality – Teaching

In the **Division of Dance** of the **Meadows School of the Arts**, for **teaching** to be **judged by students and peers** as being **of sustained high quality** for Promotion to Professor, faculty are expected to have positive student evaluations and a review by peers that demonstrate mastery of subject matter appropriate to the faculty member's areas of expertise and their ability to stimulate students' artistic and intellectual growth and development. Faculty are expected to have a consistent record of both promoting/supporting the interactive nature of the curriculum and making original and significant contributions to its implementation and ongoing development. Faculty should have a record of teaching excellence as demonstrated in the laboratory of the rehearsal/performance process associated with concerts produced by the Division. Faculty who create choreographic works and restage masterworks for mainstage concerts engage in both teaching and creative activity as they work with students to bring these works to performance. This integrated teaching/creative process extends to the rehearsal direction of works created by guest choreographers for mainstage concerts and artistic direction of those concerts. It also extends to advising and mentoring students in the creation of their own works for student showcases. Sustained excellence in teaching also requires a consistently demonstrated high level of collegiality and a detailed and practical knowledge of the developmental and technical skills taught throughout the Dance Division. Teaching excellence may also be demonstrated through invitations to teach at nationally and internationally recognized academic and professional institutions and teaching excellence awards.

STANDARDS FOR PROMOTION AND TENURE

Division of Film and Media Arts

Approved by Faculty April 2018

Meadows School of the Arts

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
Division of Film and Media Arts

Creative/Scholarly

Membership on the tenured faculty carries an expectation of substantial intellectual activity in the research and/or creative realms. Evidence of scholarly activity may include, but is not limited to, peer-reviewed research published (irrespective of the media delivery platform) or presented in field-respected national or international venues, including research-based books from major publishers, monographs, journal articles, chapters in anthologies, and papers presented at scholarly meetings. Evidence of creative accomplishment may include, but is not necessarily limited to, peer-reviewed creative work (films, documentaries, screenplays, exhibitions, performances, etc.) published, screened, broadcast, or disseminated electronically in national or respected regional venues; creative work selected for film/media festivals, other refereed competitions, galleries, and museums; and being hired to do professional creative work. Invited lectures or presentations and awards, honors, or grants for scholarly/creative activities can also serve as evidence of accomplishment in both the research and creative realms.

The faculty member must produce work of a kind that demonstrates sustained effort over a long period of time, with emphasis on creating new scholarly knowledge and/or artistic works. How any given piece of research or creative work is weighted in these terms will depend on multiple factors, including, but not limited to, venue/publisher acceptance rates and prestige, awards or honors received, impact on the broader field, scale of the work itself and the labor required to make it (e.g., a book counts more than an article, a feature counts more than a short). Joint authorship of any piece of research or creative work will be weighted to the demonstrated contribution of the individual.

Though a faculty member's entire body of work will be considered, it is expected that work is recognized as valuable within the field or professional realm through some form of adjudication, and the perceived potential of projects not yet completed and/or distributed shall in no way substitute for such external validation. Dissemination alone is not evidence of a project's value; works should be adjudicated in ways appropriate to the particular type of product and dissemination. Examples of adjudication include, but are not limited to, peer review for publication; competitive selection for festivals, conferences, or other exhibition venues; external reviews; invitations to lecture or write; awards for research or creative work; citations of work by others; and optioning, purchase, or licensing of work.

For creative/scholarly work, the distinction between “**high quality**” and “**outstanding**” is both a quantitative and a qualitative one.

Outstanding – Creative/Scholarly

In the **Division of Film and Media Arts** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to produce a major work and/or a significant body of works, with prestigious, nationally or internationally-recognized adjudication. Examples would include (but are not limited to) activities such as: publication of a research book by a major university press, publication of several peer-reviewed articles in highly-selective journals, having multiple creative works each selected for one or more highly competitive festivals, or winning a major external award for research or creative work.

Of High Quality – Creative/Scholarly

In the **Division of Film and Media Arts** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to have a record of work adjudicated by prestigious regional or nationally-recognized venues demonstrating sustained effort over the pre-tenure period.

Teaching

All tenure-track candidates will be expected to demonstrate a high level of proficiency in teaching. Teaching will be evaluated holistically, through a combination of student evaluations, alumni comments, and evaluation by a committee of faculty (including observing the candidate teaching, reviewing syllabi, and talking with students). Development of new courses, significant redesign of existing courses, the receipt of awards or grants for teaching activities, participation in teaching development activities, writing training guides or manuals for student use, and successful introduction of new technologies or techniques in the classroom will also serve as evidence of commitment to teaching. A candidate’s philosophical approach to teaching, as presented in their tenure portfolio statement, should be evident in course development and should translate to work and discussions in the classroom.

Outstanding – Teaching

In the **Division of Film and Media Arts** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to demonstrate evidence of sustained excellence in teaching and ongoing efforts to update courses and curriculum to reflect changes in the media industries, culture, and technology. Student evaluations will be qualitatively evaluated in the context of current assessment research and policy, and should exceed expectations relative to department and Meadows-wide courses similar in size (number of students) and level (e.g., introductory, intermediate, advanced, graduate). Reviews by senior faculty should be strongly positive, indicating a teacher with high expectations of students, strong communication abilities, and who encourages innovation by students. Letters from past and/or current students should speak to the candidate's teaching as contributing to their intellectual and/or artistic growth.

Of High Quality - Teaching

In the **Division of Film and Media Arts** of the **Meadows School of the Arts**, for **teaching** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to demonstrate evidence of capable teaching and ongoing efforts to update courses and curriculum to reflect changes in the media industries, culture, and technology. Student evaluations will be qualitatively evaluated in the context of current assessment research and policy, and should meet expectations relative to department and Meadows-wide courses similar in size (number of students) and level (e.g., introductory, intermediate, advanced, graduate), or show a continued positive trajectory toward such norms. Reviews by senior faculty should be positive, indicating a teacher with high expectations of students, strong communication abilities, and who encourages innovation by students. Letters from past and/or current students should speak to the candidate's teaching as contributing to their intellectual and/or artistic growth.

Service

All tenure-track candidates will be expected to demonstrate service to the Division, school, and/or university. Committee and administrative work will be considered. Additionally, consulting and other professional efforts that benefit the general public may also be considered. While service must be part of the candidate's file, service cannot be used as a replacement for the core requirements of teaching and scholarly and/or creative activity.

FOR PROMOTION TO PROFESSOR
Division of Film and Media Arts

The rank of Professor is reserved for those whose research, creative, and/or professional work is substantial and continuing, and results in new scholarly knowledge and/or artistic works. The candidate for Professor should have a substantial track record of such work – production of a major work and/or a significant body of works – and adjudication of it, *since* being promoted to Associate Professor.

Substantial and Continuing – Creative/Scholarly

In the **Division of Film and Media Arts** of the **Meadows School of the Arts**, **research/creative activity** must be **recognized by members of the professional field as substantial and continuing** to qualify for Promotion to Professor.

Evidence of scholarly activity may include, but is not limited to, peer-reviewed research published (irrespective of the media delivery platform) or presented in field-respected national or international venues, including research-based books from major publishers, monographs, journal articles, chapters in anthologies, and papers presented at scholarly meetings. Evidence of creative accomplishment may include, but is not necessarily limited to, peer-reviewed creative work (films, documentaries, screenplays, exhibitions, performances, etc.) published, screened, broadcast, or disseminated electronically in national or respected regional venues; creative work selected for film/media festivals, other refereed competitions, galleries, and museums; and being hired to do professional creative work. Invited lectures or presentations and awards, honors, or grants for scholarly/creative activities can also serve as evidence of accomplishment in both the research and creative realms.

The faculty member must produce work of a kind that demonstrates sustained effort over a long period of time, with emphasis on creating new scholarly knowledge and/or artistic works. How any given piece of research or creative work is weighted in these terms will depend on multiple factors, including, but not limited to, venue/publisher acceptance rates and prestige, awards or honors received, impact on the broader field, scale of the work itself and the labor required to make it (e.g., a book counts more than an article, a feature counts more than a short). Joint authorship of any piece of research or creative work will be weighted to the demonstrated contribution of the individual.

Though a faculty member's entire body of work will be considered, it is expected that work is recognized as valuable within the field or professional realm through some form of adjudication, and the perceived potential of projects not yet completed and/or distributed shall in no way substitute for such external validation. Dissemination alone is not evidence of a project's value; works should be adjudicated in ways appropriate to the particular type of product and dissemination. Examples of adjudication include, but are not limited to, peer review for publication; competitive selection for festivals, conferences, or other exhibition venues; external reviews; invitations to lecture or write; awards for research or creative work; citations of work by others; and optioning, purchase, or licensing of work.

Beyond demonstrating creative/scholarly productivity, the candidate for Professor should be a recognized leader within his/her creative and/or scholarly fields or subfields. Evidence of such reputation could include (but is not limited to) things such as: description of the candidate as such by outside reviewers; re-publication of articles/essays in subsequent anthologies; publication of new editions of books; translations of published or creative work into different languages; requests to contribute to major anthologies; invitations (not just acceptance of proposal submissions) to give keynote or featured presentations at conferences or professional meetings; competitive awards from film/media festivals or competitions; selection for prestigious festivals within the United States; acceptance into and/or awards from festivals outside the United States; invitations to judge film/media festivals and/or sit on editorial boards; and requests to serve as an external reviewer for tenure candidates, major grant applications, and/or other scholarly or creative awards.

Sustained High Quality – Teaching

In the **Division of Film and Media Arts** of the **Meadows School of the Arts**, **teaching** must be **judged by students and peers** as being of **sustained high quality** to qualify for Promotion to Professor. As with review for tenure and promotion to Associate Professor, teaching will be evaluated holistically, through a combination of student evaluations, alumni comments, and evaluation by a committee of faculty (including observing the candidate teaching, reviewing syllabi, and talking with students). Obviously the quality of a candidate's teaching within the classroom must have remained strong beyond the promotion to Associate Professor; candidates for Professor should also have demonstrated commitment to teaching beyond their own classrooms; evidence of such commitment could include (but is not limited to) the development of new courses, improve departmental curricula and/or degree programs, work on creation of interdisciplinary courses or programs, and participation in teaching- and/or curriculum-related committees and endeavors outside the Division.

Service

Candidates for Professor must have a substantive, sustained track record of service to the Division, school, and/or university since earning tenure and/or promotion to Associate Professor. While service cannot be used as a replacement for the scholarly/creative activities or teaching quality requirements designated above, the candidate's record of service should be appropriate to being an Associate Professor, with the higher service expectations of that rank relative to that of Assistant Professor. Consulting and other professional efforts that benefit the general public may also be considered.

STANDARDS FOR PROMOTION AND TENURE

Division of Journalism
Adopted by Faculty 2018
Meadows School of the Arts

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
Division of Journalism

In the Division of Journalism of the Meadows School of the Arts, membership on the tenure-track faculty carries an expectation of substantial intellectual activity. The faculty member must produce work of breadth and depth, and of a kind that demonstrates sustained effort over a period of time and is recognized by peers as contributing to the advancement of journalism or related media and communication fields. Work that is ambitious, creative and bold is encouraged, especially of a nature that illuminates and has impact on the future of the discipline, in theory or practice.

Outstanding – Creative/Scholarly

In the **Division of Journalism** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to produce a major work (book, documentary, published series, exhibit, etc.).

Creative track: In addition to the major work, candidates seeking tenure through professional and/or creative development must demonstrate significant and sustained contribution to the discipline. Further evidence of accomplishment may include, but is not necessarily limited to, the standards outlined below:

- Creative work published, broadcast or disseminated electronically in nationally respected professional media, industry publications, literary or narrative nonfiction publications and/or peer-reviewed journals;
- Book chapters;
- Presentations at professional and/or academic conferences;
- Development of professional workshops;
- Grants for creative work;
- Adjudication of work in major journalism competitions;
- Involvement in significant professional organizations;
- Active membership on editorial boards of creative and/or scholarly journals;
- Book reviews;
- Invited presentations by community groups, nonprofits and educational institutions;
- Guest columns in local/regional professional or industry publications; and
- Consulting with and/or recognized mentoring of professionals in the field of journalism.

These evidentiary components are listed in the order of importance their consideration will be given. Textbooks can be considered, but only those of a groundbreaking nature in the discipline will receive consideration as a major element of the professional/creative portfolio. Joint authorship of any book or article will be weighted to the demonstrated contribution of the individual.

Scholarly track: In addition to the major work, those seeking to achieve tenure through research and scholarship must have established a recognizable area of specialization that has led to the beginnings of an influential reputation as understood by senior scholars within their field. Further evidence of accomplishment may include, but is not necessarily limited to, the standards outlined below:

- Articles in national or international peer-reviewed journals;
- Chapters in research-focused books or edited volumes from reputable publishers;
- Papers presented at national or international scholarly meetings;
- Articles published in regional journals;
- Papers presented at regional conferences;
- Grants for research activities;
- Articles in other journalism or communication publications;
- Active membership on editorial boards of scholarly journals;
- Book reviews; and
- Guest columns in professional or industry publications.

These evidentiary components are listed in the order of importance their consideration will be given. Textbooks can be considered, but only those of a groundbreaking nature in the discipline will receive consideration as a major element of the research portfolio. Joint authorship of any book or article will be weighted to the demonstrated contribution of the individual.

Of High Quality – Creative/Scholarly

In the **Division of Journalism** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are evaluated using the same rank-ordered lists provided in the requirements above. Designation as high-quality achievement comes with the expectation that the quantity of work include, at minimum, multiple items from the top four items mentioned on both lists, as well as having met a majority of all standards enumerated in each list.

Outstanding – Teaching

In the **Division of Journalism** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty are expected to exhibit strong proficiency in teaching.

Candidates must meet criteria derived from the indicators described below to be considered outstanding and representative of substantial achievement for Tenure and Promotion to Associate Professor. These criteria emphasize that a broad spectrum of indicators are needed to identify outstanding teaching. Faculty who take risks to develop innovative curriculum, for example, may not experience immediate success. Also, there will at times be outliers in student evaluations.

These caveats should be taken into consideration when evaluating any candidate's teaching record. Thus, faculty should meet most but not all of the criteria below on a consistent basis to be considered outstanding and representative of substantial achievement in teaching:

- Demonstrate proficiency through standardized evaluation instruments, including both numerical measures and consistent narrative commentary over a sustained period of time;
- Demonstrate sustained teaching proficiency as reflected by faculty peer assessments;
- Receive or be recognized with awards or grants for teaching activities;
- Develop and maintain relevant and groundbreaking courses in the Division;
- Stimulate consistent commentary among current and former students, when solicited for P&T evaluations, that highlights the candidate's teaching strengths and capabilities;
- Apply advanced technology within the classroom;
- Demonstrate interest in improving their pedagogical knowledge/techniques through participation in teaching workshops, programs, etc.;
- Create a professional environment in the classroom with detailed syllabus, rubrics and class calendar;
- Make themselves available to students, during office hours and beyond, as needed.

In addition, faculty whose teaching load includes student media responsibilities may present evidence of developing groundbreaking content/formats, applying advanced technology, coordinating special projects and/or student media awards from journalism organizations. Likewise, faculty members who develop and supervise study abroad programs or classes for branch campuses may present evidence of these pedagogical activities.

In reviewing a candidate's teaching record, questions to consider toward assessing the above expectations may include: Does the candidate demonstrate knowledge of and enthusiasm for course material? Does he or she consistently engage students, encourage discussion and promote an environment where all feel free to express their opinions? Does he or she communicate both skill-specific information and complex concepts in a clear and understandable way? Does he or she show respect for students and colleagues?

Of High Quality - Teaching

In the **Division of Journalism** of the **Meadows School of the Arts**, for **teaching** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty are expected to meet a majority of the criteria outlined above – but perhaps not as consistently or as completely. High-quality achievement comes with the expectation that the candidate demonstrates sustained teaching proficiency as evaluated by faculty peers and current and former students, as well as evidence of several additional indicators described in the list above.

FOR PROMOTION TO PROFESSOR **Division of Journalism**

Substantial and Continuing – Creative/Scholarly

In the **Division of Journalism** of the **Meadows School of the Arts**, for **research/creative activity** to be **recognized by members of the professional field as substantial and continuing** for Promotion to Professor, faculty are expected to demonstrate clear and convincing evidence of having achieved a national and/or international reputation for the quality and quantity of his or her research or creative work. The candidate must demonstrate a level of productivity that is comparable to the body of work that earned promotion to the associate rank.

For both the creative and scholarly tracks, questions to consider toward assessing the above expectations may include: Has the candidate's work been frequently cited and/or used in professional and/or academic settings? Does the candidate's reputation and body of work compare favorably with nationally known scholars and/or creative professionals at peer and aspirational institutions? Have leaders in the discipline recognized the value of the candidate's work and expertise?

Sustained High Quality – Teaching

In the **Division of Journalism** of the **Meadows School of the Arts**, for **teaching** to be **judged by students and peers** as being **of sustained high quality** for Promotion to Professor, faculty are expected to demonstrate clear and convincing evidence of continued passion and innovation in the classroom. The candidate must demonstrate a teaching record of comparable quality to the pedagogical efforts that earned promotion to the associate rank. Faculty should continue to meet most but not all of the teaching criteria enumerated above on a consistent basis.

STANDARDS FOR PROMOTION AND TENURE

Division of Music Meadows School of the Arts

**SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 -
GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:**

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

DIVISION OF MUSIC

Divisional Standards for Tenure and Promotion and Merit Evaluation

These standards are intended to guide faculty undergoing tenure and promotion reviews as well as annual merit evaluations mandated by the University, and for use by faculty review committees and administrators performing these evaluations. General procedures and criteria governing faculty tenure and promotion and evaluation are found in the Southern Methodist University Policy Manual. Policies and procedures specific to the Meadows School of the Arts are found on the Meadows website. This divisional document does not replace these documents but rather provides more specific guidelines for the Division of Music. In the case of any conflict of information the University Policy Manual shall take precedence.

The examples listed below are not in priority order and are intended as examples rather than a list of firm requirements. It is important that each faculty member be allowed to develop an individual profile, especially in the area of research/creative activity, in consultation with the Director and consistent with the needs of the Division. Some faculty may have duties and expectations in more than one area. It is important that the individual faculty member work with the Director of the Division of Music to clarify the expectations of essential teaching and research/creativity.

PART ONE - TEACHING

Teaching, General Standards: Instructional assignments are made by the Director of the Division of Music. Faculty members are expected to regularly revise and improve existing courses and develop new courses as needed by the Division of Music. Evidence of teaching effectiveness is drawn from student course evaluations, peer observations of teaching, evaluation of teaching materials such as syllabi, and achievement and placement of students. Applied faculty are expected to recruit and retain high-quality students. Other evidence of teaching excellence may include (but is not limited to) funding received for teaching innovations, teaching awards, and selection to teach in prestigious programs.

In general, an **outstanding** teacher demonstrates:

- Enthusiasm for the subject
- A thorough knowledge of the subject
- The ability to communicate clearly
- The ability to challenge students to do their best work
- The ability to create a positive learning atmosphere where ideas are exchanged freely
- The ability to involve and interest the students in the subject
- The ability to maintain high professional standards in respect to meeting classes as assigned, fair and careful grading, creation of detailed syllabi, being available to students, and showing respect for students and colleagues

APPLIED MUSIC

The individual instruction of students is the most important activity of applied faculty, who are expected to maintain high standards, set clear expectations and hold students to high levels of academic and musical performance. They are mentors and role models to students. Applied faculty members often have shared teaching duties with other areas in music (theory, history, class piano, preparatory, etc.) and teaching evaluations should include all areas according to their appropriate criteria.

Expectations:

- The ability to diagnose and provide solutions to students' technical and musical problems
- Articulate verbally and demonstrate relevant issues under discussion
- Perform at an excellent level, serving as a role model for students
- Advise students in their academic careers, toward achievement of professional goals, and in honors and thesis work, as appropriate
- Be present at prospective student auditions

Highly valued indicators of excellence in teaching may include but not be limited to:

- A sustained record of success in teaching all levels of the undergraduate and/or graduate curriculum as determined by peer review, observation, and student evaluations
- Success in the recruitment and retention of talented undergraduate and graduate students to their studios
- Success of students in presentation of required performances, including juries, recitals, and ensembles
- Successful completion of student projects, theses, graduate exams
- Success of students in regional and national competitions sponsored by such organizations as TMTA (Texas Music Teachers Association) and MTNA (Music Teachers National Association), various national young artist competitions, or international competitions that launch professional careers
- Success of students in achievement of awards and honors within the school and externally
- Acceptance of students to summer festivals
- Student success at professional auditions
- Student performances in concerts, at conferences, and at festivals of a regional, national, or international level
- Successful acceptance into quality graduate programs
- Funding awards (internal and external) to students for study abroad or in the United States connected with performance or performance-related research projects

- Students who are invited to adjudicate at festivals, contests, UIL (University Interscholastic League), etc.
- Teaching awards to the faculty member bestowed by a professional organization or institution outside the university, or university awards for teaching excellence
- Effectiveness in implementing innovative teaching methods, including technology
- Evidence of **substantial** teaching would be that faculty contribute to the Division well beyond their responsibilities as private instructors
- In terms of teaching quality evidenced by student success:
 - **High Quality:** Students in the individual studio are excellent recruits, excellent contributors to ensembles, play excellent recitals and juries, and show substantial improvement over their college careers
 - **Outstanding:** Students are regularly accepted into the next level of matriculation at highly respected institutions and summer festivals, and are gaining employment as professional musicians

COMPOSITION

Composition faculty members often have shared teaching duties with other areas in music (theory, history, performance, etc.), and teaching evaluations should include all areas according to their appropriate criteria. In the field of composition, the artistic success of each student is ultimately the result of the student's talent and effort; however, indicators of **substantial** achievements would include but not be limited to:

- Success of students in national and international competitions
- Successful completion of large student projects, theses
- Student receipt and successful completion of commissions by outside organizations
- Acceptance and performance of student's compositions in concerts, at conferences, and at festivals of a regional, national, or international level
- Creation of teaching materials or methods adopted for use by teachers of composition at other institutions

Indicators of **high quality** teaching should include but not be limited to:

- Positive student evaluations
- Successful acceptance into graduate programs
- Success in the recruitment and retention of talented students
- Successful performances of student's compositions both on and off campus
- Creation of significant new teaching materials for use at SMU

CONDUCTING

Artistic leadership in rehearsal and performance is the most important activity of conducting faculty, who are expected to use conducting technique effectively, give meaningful verbal instructions, rehearse efficiently and thoroughly, and teach from the podium. Ensemble conductors must plan concerts of varied and appropriate repertoire and present outstanding concerts. They will also provide assessments of students' work in rehearsal and performance, teach conducting students and guide them towards achievement of their professional goals, and assist the applied faculty in recruitment of talented students.

Expectations:

- Demonstration of the ability to use a series of rehearsals to prepare students well for concert performance
- Success in the recruitment and retention of talented conducting students

Highly valued indicators of **outstanding** teaching may include but not be limited to:

- Artistic excellence in concert performance
- Successful completion of conducting student recitals and graduate examinations
- Success of students in achievement of awards and honors within the school and externally
- Acceptance of students to summer festivals
- Student success at professional auditions
- Student performances in concerts, at conferences, and at festivals of a regional, national, or international level
- Successful acceptance into quality graduate programs
- Funding awards (internal and external) to students for study abroad or in the United States connected with performance or performance-related research projects
- Teaching awards to the faculty member bestowed by a professional organization or institution outside the university, or university awards for teaching excellence
- Effectiveness in implementing innovative teaching methods, including technology

MUSIC EDUCATION, MUSIC THERAPY, and PIANO PEDAGOGY

Music education, music therapy, and piano pedagogy teaching includes both imparting to students information about the relevant area and the demonstration of teaching and therapy skills in the relevant area. It is imperative that faculty be able to clearly demonstrate to students what they want the students to be able to do in the classroom, clinic, or studio. This includes a professional level of music skills in the various educational, therapy, and studio environments.

Highly valued indicators of **outstanding** teaching may include but not be limited to:

- Positive student evaluations
- Success of students in their student teaching, music therapy practicum/internship, or studio/class pedagogy teaching
- Undergraduate placement of students into music teaching and music therapy positions upon completion of their student teaching or internship.
- Creation of significant new teaching or course materials for use at SMU
- Contribution to the creation and reorganization of existing curricula and creation of new curricula and courses
- Innovative design and use of new instructional technology, or use of existing technology in a new way
- Student presentations of scholarship at external venues such as professional conferences at the regional, national, or international level
- Students who are invited to do in-services for school districts, healthcare organizations, or other related agencies/facilities
- Students who are invited to adjudicate at festivals, contests, UIL, etc.
- MUED students who are invited to guest conduct at festivals or external venues

Most highly valued indicators of **high quality** teaching may include but not be limited to:

- A sustained record of success in teaching all levels of the undergraduate and/or graduate curriculum as determined by peer review, observation, and student evaluations
- Receiving of university awards for teaching excellence
- Teaching awards bestowed by a professional organization or institution outside the university
- Successful completion of quality student portfolios, projects, and theses
- Student presentations of scholarship at peer-reviewed conferences and/or other venues
- Acceptance of students (undergraduate and graduate) into significant graduate programs in music education, piano pedagogy, and music therapy (for music therapy, related fields such as counseling, social work, etc.)

MUSIC HISTORY

Music History faculty may have interests or duties in other areas in music (such as theory, performance, etc.) and in the university at large (women's studies, medieval studies, honors program, and all areas of the General Education curriculum). Evaluation of teaching performance should include all teaching areas according to their appropriate criteria.

Highly valued indicators of **outstanding** teaching may include but not be limited to:

- Contribution to the creation and reorganization of existing curricula and creation of new curricula and courses
- Innovative use of new instructional technology
- Innovative interdisciplinary courses with colleagues in Meadows and the university at large

Indicators of **high quality** in teaching may include but would not be limited to:

- A sustained record of success in teaching at all levels of the curriculum as determined by both student evaluations and peer review
- Receiving of university awards for teaching excellence
- Successful completion of high-quality graduate theses and other large student projects
- Funding awards (internal and external) to students for historical studies abroad or in the United States connected with theses or other research projects
- Significant professional achievements by undergraduate and graduate students such as participation in scholarly conferences and publication in significant graduate student journals
- Acceptance of students (undergraduate and graduate) into significant graduate programs in musicology

MUSIC THEORY

Music theory faculty members may have shared teaching duties in other areas of music (composition, history, performance, etc.), and teaching evaluations should include all areas according to their appropriate criteria. Individual recognition of a faculty member's teaching achievements by professional organizations or institutions must be considered relative to the nature and stature of the recognizing institution and the means of evaluations.

Highly valued indicators of **outstanding** teaching should include but not be limited to:

- Positive student evaluations
- Creation of significant new teaching materials for use at SMU
- Contribution to the creation and reorganization of curricula and new courses
- Innovative design and use of new instructional technology
- Student presentations of scholarship at external venues

Most highly valued indicators of **high quality** in teaching may include but not be limited to:

- A sustained record of success in teaching all levels of the curriculum as determined by peer review, observation, and student evaluations
- Successful completion of large student projects and theses
- Student presentations of scholarship at peer-reviewed conferences and/or festivals

PART TWO – SCHOLARLY/CREATIVE ACTIVITY

Research/Creative Activity, General Standards: Faculty are expected to show continued development and growth in their scholarly or creative work, which should be supported by **substantial** publications or equivalent artistic creations and/or performances. This should be done within the context of and with consideration of their teaching load. Associate professors must show scholarly or creative achievements to establish an emerging national reputation. Professors must show evidence that they are nationally or internationally recognized scholars or creative artists in their chosen field.

APPLIED

Achievements in the field of creative activity should be evaluated within the context of the proportionate teaching-to-research load of the faculty member according to university load guidelines. Any evaluation of quantity and proportion of highly/most highly valued achievements must be within the context of teaching load, service, and administrative duties over the period of evaluation. Because scholarly/creative work may be in progress over a span of years before it is brought to completion, it is essential that faculty members show continuing, tangible progress in their projects.

There is more than one model for the creative work of an applied teacher, since a diversity of models within the division is desirable. With some applied teachers, performance activities may account for almost 100% of their creative work. With others, performing may account for less than 50% of their total creative activities. Some applied faculty will develop specialties in pedagogical, performance practice, wellness, historical, theoretical, or literature studies pertaining to their area of performance; this work may be disseminated in lectures, lecture-recitals, master classes, publications (that may or may not be refereed), clinics, conference presentations, podcasts, or broadcasts. Some faculty members create editions, arrangements, or new compositions. Publication is not specifically required of applied faculty; however, such activities are commendable and serve to strengthen the reputation of both the individual and the Division of Music.

Through the yearly review process, the applied teacher and the Music Division Director should be in agreement that the teacher has found a balance of short-term and long-term creative activities that suit both the individual and the division.

The examples below are not meant to be all-inclusive, and it is incumbent on the faculty member to demonstrate and convey the importance of all achievements. Examples of performance activities and expectations include but are not limited to:

- International, national, regional, state, or local invited recital engagements as soloist or chamber musician. Recital appearances may be for professional music organizations or conferences, colleges or universities, schools, or concert series. Performance as an extra or member with a professional performing ensemble. It is incumbent on the faculty member to demonstrate the importance of the venue and the invitation.
- International, national, regional, state, or local summer festivals. It is incumbent on the faculty member to explain the nature of participation in the festival and to demonstrate its significance.
- Receipt of prizes, awards, grants, fellowships, or other recognition.
- Presentation of invited clinics or master classes at conferences, colleges or universities, or schools. It is incumbent on the faculty member to demonstrate the importance of the venue and the invitation.
- Campus performances as a guest soloist with university performing ensembles, for special events, or in faculty recitals. These performances cannot substitute for regional, national, and international engagements, but they are an important demonstration of performance ability, and the breadth and vitality of repertoire to faculty, students, and the community.
- Recordings as a soloist or ensemble musician in a publicly available medium. Positive review of the recording in significant journals or publications is important in establishing its quality and importance.
- Producer of publicly available recordings
- International, national, regional, state, or local broadcasts or podcasts of performances or recordings
- Refereed session presentations, papers, panel discussions, or posters at international, national, regional, or state professional conferences on performance-related topics
- Participation in panel presentations or discussions on performance-related topics as part of peer-reviewed sessions at international, national, regional, state or local conferences
- Residency or invited guest teacher/speaker at a university
- Published research on performance-related topics.
- Publications such as books, articles, reviews, editions, arrangements, pedagogical materials, or compositions
- Editorial board member or referee for journals or publications pertinent to the area of performance
- International, national, regional or local adjudication. It is incumbent on the faculty member to demonstrate the importance of the competition and the invitation to adjudicate.

The activities listed above may vary widely in four key criteria:

Achievement
Impact
Visibility
Innovation

The Music Division highly values each of these four elements of an applied teacher's creative work. *Each applied teacher should strive for achievement, impact, visibility, and innovation over the long-term, but rarely will one single project exhibit all four.*

Achievement is accomplished when a person excels at a performance or project that has depth and a high degree of difficulty. Successful and well-received full-length solo recitals would fall under the category of high achievement. Successful performance of a particularly complex contemporary piece or the publication of an exhaustive edition are other examples of high achievement.

Impact is accomplished when the audience or the receivers of the information are reached in a way that influences them by having learned something new, having a new level of experience, or by seeing the world in a new way. A residency as a teacher and performer in a summer festival could strongly impact an entire group of young musicians and colleagues over a period of many days or weeks.

Visibility attracts positive recognition and enhances the reputation of both the individual and the university. Winning a prize at an international competition, performing or being the keynote speaker at a national music conference, having a recording or interview broadcast on radio or television, or performing on a concert series in a well-known venue are all examples of high visibility.

In a music world steeped in tradition, *innovation* is valued by the division for its creative, visionary and leadership aspects, since these activities can point others in new directions. An innovator is not afraid to take risks or suffer criticism for the sake of forging a valuable new path. Using technology to improve performance, or creating a wholly new programming or performance experience are examples of innovation.

Lastly, applied teachers are expected to continue to grow and develop as performers, presenters, achievers, or innovators, contributing to the vibrancy and diversity of the division.

COMPOSITION

Substantial achievements in the field of composition should be evaluated within the context of the proportionate teaching-to-research load of the faculty member.

Composition faculty should regularly produce compositions/arrangements and receive performances of their works. While the nature of the music publishing industry is such that commercial publication of works can no longer be required, such publications or professional distribution will certainly be evidence of a **substantial** achievement.

Composition faculty members often have shared teaching duties with other areas in music (theory, history, performance, etc.), and these duties often lead to scholarly activities and pursuits. Scholarly achievements in these related teaching areas are a valid part of a faculty member's portfolio and should be evaluated according to the guidelines of that specific area as to relative merit. The Division of Music welcomes and embraces diversity among its faculty and values music in all styles and media. Quality, as confirmed by peer-review and accomplishments such as commissions, awards, acknowledgements, selection for performance by significant organizations, festivals, and conferences, is valued over quantity. The following examples are not meant to be all-inclusive, and it is incumbent on the faculty member to demonstrate and convey the importance of all achievements.

Substantial Achievements in the field of composition are often evidenced by the following:

- Recordings of compositions by recognized nationally or internationally-distributed recording companies should be considered equivalent to refereed publication, especially in the electro-acoustic field, where printed scores do not exist. Positive reviews in important publications in the appropriate field will help define relative quality and importance. Private label recordings must garner positive reviews in important publications in the appropriate field in order to establish relative quality and importance.
- Publication of compositions by recognized nationally or internationally-distributed companies should be considered equivalent to refereed publication. However, because of the nature of the art music publishing industry, commercial publication is not expected nor required of faculty.
- National broadcasts of compositions. In the field of film music, national broadcast or release of significant films using the composer's music should be considered equivalent to refereed publication.
- Recognition as a finalist or winner in national or international, impartially refereed competitions
- Receipt of grants, fellowships, or awards from national or international agencies
- Commissions of major works by recognized performers, conductors, or performing ensembles

- Selection for performance at international or national conferences of appropriate professional societies. Great value is also assigned to selection for performance on conferences of both composer and performer societies. In the field of electro-acoustic music, selection for performance on blind-juried national or international conferences is equal to a refereed publication
- Performance by nationally or internationally known performers or performing ensembles in professional venues
- Presentations of papers at national or international conferences. Faculty members must specify if such presentations were invited and/or refereed, and explain the significance and intended audience of the venue.
- Publication of articles or papers in nationally or internationally-disseminated professional journals or proceedings

Performance of **High Quality** in the field of Composition is often evidenced by the following:

- Regular completion and self-publication of significant compositions and arrangements
- Commissions, performances, and awards by organizations and performers with a local/regional significance (Note: local ensembles/organizations with national or international stature should be considered under the category of "Substantial Achievements")
- Invited presentations or master classes in composition or related topics at non-refereed venues
- Serving as an adjudicator in a competition
- Participation as a panelist or speaker at local and regional events or on local or regional broadcasts

CONDUCTING

The scholarly and creative work of ensemble conductors can take diverse paths and is defined by the individual faculty members. Performances with Meadows ensembles are considered in the evaluation of creative work. Faculty are expected to show continued visibility as conductors through engagements in a variety of venues. They are expected to continue to grow and develop as conductors, regularly learning and presenting new repertoire. Other avenues for maintaining visibility and disseminating scholarly or creative work may include publications on pedagogical, historical, theoretical or literature studies, creation of compositions, arrangements or editions, presentation of clinics, lectures, master classes, panel discussions or broadcasts, and performance activities such as those listed for applied faculty.

The examples below are not meant to be all-inclusive, and it is incumbent on the faculty member to demonstrate and convey the importance of all achievements. Examples of performance activities and expectations include but are not limited to:

- Engagements as guest conductor for professional music organizations, universities, colleges, schools or festivals
- Engagements as conductor for Meadows Ensembles at venues off-campus as a result of competitive audition, invitation, or review
- Presentation of invited clinics, lectures, panel discussions or master classes at conferences, colleges or universities, or schools
- World Premiere performances
- Receipt of prizes, awards, grants, fellowships, reviews, or other recognition
- Publications such as books, articles, editions, arrangements, or compositions
- Commissions for arrangements or compositions
- Conductor or Producer of recordings that are available to the public
- Editorial board member or referee for journals or publications pertinent to the area of performance
- Adjudication

The activities listed above may vary widely in four key criteria:

Achievement
Impact
Visibility
Innovation

The Music Division highly values each of these four elements of a conductor's creative work. *Each conductor teacher should strive for achievement, impact, visibility, and innovation over the long-term for tenure and promotion, but rarely will one single project exhibit all four.*

Achievement is accomplished when a person excels at a performance or project that has depth and a high degree of difficulty. Successful performance of a world premiere or the publication of an exhaustive edition are other examples of high achievement.

Impact is accomplished when the audience or the receivers of the information are reached in a way that influences them by having learned something new, having a new level of experience, or by seeing the world in a new way.

Visibility attracts positive recognition and enhances the reputation of both the individual and the university. Having a recording or interview broadcast on radio or television, or performing on a concert series in a well-known venue are all examples of high visibility.

In a music world steeped in tradition, *innovation* is valued by the division for its creative, visionary, and leadership aspects, since these activities can point others in new directions. An innovator is not afraid to take risks or suffer criticism for the sake of forging a valuable new path. Using technology to improve performance, or creating a wholly new programming or performance experience are examples of innovation.

Lastly, conductors are expected to continue to grow and develop as performers, presenters, achievers, or innovators, contributing to the vibrancy and diversity of the division.

MUSIC HISTORY

It is essential that faculty engage in scholarly activity that positively impacts the professional fields and areas in which they are engaged, and which also contributes to their value to the university as a scholar, teacher and colleague. It is essential that faculty members show continuing, tangible progress in their projects. The following examples are not meant to be all-inclusive, and it is incumbent on the faculty member to demonstrate and convey the importance and value of these achievements.

Substantial achievements in the area of musicology are often evidenced by the following:

- Publication of authored books and monographs
- Publication of performance and/or scholarly editions of music
- Refereed articles appearing in significant scholarly journals, including electronic publications
- Editorship of books; chapters in edited collections
- Editorship of a professional peer-reviewed journal in musicology
- Presentation of scholarly papers at professional conferences

Performance of **high quality** in the area of musicology is often evidenced by the following:

- Publication of book or conference reviews in scholarly publications
- Publication of CD liner notes or significant professional program notes
- Participation as panel member or discussion leader at professional conferences
- Successful application for competitive externally-funded research grants
- Successful application for internally-funded research grants
- Organization and hosting of professional meetings such as American Musicological Society, etc.
- Invited lectures of a general nature in the community in one's areas of specialization (such as the Dallas Opera, Dallas Symphony, etc.)

MUSIC THEORY

Scholarship in its broadest sense should include the domains of discovery, integration, application, and pedagogy. A faculty member's scholarly work should not be limited to the discovery or creation of knowledge, but broadened to include efforts in the integration and application of knowledge, as well as in pedagogy. Consideration of venues for the dissemination of such scholarly efforts should also be broadened correspondingly.

The Division of Music welcomes and embraces diversity among its faculty and values research pertaining to music in all styles and media. Quality, as confirmed by peer review and accomplishments such as awards, reviews, adoption of materials for use by other institutions, acknowledgements, selection for participation by significant organizations and conferences, is valued over quantity. The existence of a relatively small number of academic journals in music theory compared to some other fields requires that conferences and other public venues for the presentation of scholarly work be appropriately credited in the evaluation of a faculty member's work.

It is also recognized that music theory faculty members may have interests or duties in other areas of music (composition, history, performance, etc.), and these interests or duties often lead to scholarly activities and pursuits. Achievements in these related areas are a valid part of a faculty member's portfolio and should be evaluated according to the guidelines of that specific area as to relative merit. The following examples are not meant to be all-inclusive, and it is incumbent upon the faculty member to demonstrate and convey the importance of all achievements.

Outstanding achievements in the field of music theory are often evidenced by the following:

- Invited presentations or teaching (courses or workshops) at other institutions of higher learning
- Invited presentations at local and regional conferences
- Participation as a panelist or speaker at local and regional events or on local or regional broadcasts.
- On-line publications receiving positive peer reviews according to professional standards
- Election to a leadership role in national or international organizations in the music theory field
- Publications in regional, state, or local refereed journals
- Creation of teaching materials or methods adopted for use by teachers at other institutions

High quality achievements in the field of music theory are often evidenced by the following:

- Authorship or editorship of published books or book chapters, including texts, and teaching manuals, possibly with external evaluation or critique such as being reviewed in a professional journal
- Publication of articles, books, and reviews in print or online refereed journals
- Commercial release of music theory software
- Blind or impartially juried selection for presentation at regional, national and international conferences in music theory or other relevant professional societies
- Invited presentations at national and international conferences
- Refereed session presentations, papers, or posters at international, national, regional, or state professional conferences in music

MUSIC EDUCATION, MUSIC THERAPY, AND PIANO PEDAGOGY

Music education, music therapy, and piano pedagogy are broad, interdisciplinary fields, and scholarly achievements in these fields may be equally diverse. Regardless, it is essential that faculty engage in scholarly activity that positively impacts the professional fields and areas in which they are engaged, and which also contributes to their value to the university as a scholar, teacher, and colleague. Measures of the quality of scholarship are many, but often include evaluation from peers. These include editorial boards of scholarly journals or program review boards for conferences. Such activities often result in citations of the work in the professional literature, attainment of grants, awards, and fellowships, or other evidence that the scholarship has had a significant impact in the teaching or therapy field.

Because scholarly work may be in progress over a span of years before it is brought to completion, it is essential that faculty members show continuing, tangible progress in their projects. The following examples are not meant to be all-inclusive, and it is incumbent on the faculty member to demonstrate and convey the importance and value of these achievements to the field.

Substantial achievements of **excellence** in the fields of music education, music therapy, and piano pedagogy are often evidenced by the following:

- Authorship or editorship of published books or book chapters, including textbooks, possibly with external evaluation or critique such as being reviewed in a professional journal
- Authorship of articles in peer-reviewed journals in primary (music education, therapy, piano pedagogy) or related fields (for music therapy - psychology, medicine, rehabilitation, etc.)
- Publication by a recognized publisher of a textbook or method series material, possibly with external evaluation or critique such as being reviewed in a professional journal
- Publication by a recognized publisher of editions of didactic music literature, possibly with external evaluation or critique, such as being reviewed in a professional journal

- Refereed session presentations, papers, or posters at international, national, regional, or state professional conferences in music education, therapy, pedagogy, or allied fields
- Publication by a recognized (in the field) publisher of arrangements of vocal or instrumental music for use in the schools, possibly with external evaluation or critique, such as being reviewed in a professional journal
- Editorship of a professional peer-reviewed journal in music education, therapy, pedagogy, or related area (for music therapy – psychology, medicine, rehabilitation, etc.)
- Publication/release by a recognized (in the field) publisher or company of software or recordings, for use in music education or music therapy, of vocal or instrumental music, possibly with external evaluation or critique, such as being reviewed in a professional journal
- Invited keynote presentations at international, national, regional, or state professional conferences in music education, therapy, pedagogy, or allied fields
- Participation in panel presentations or discussions as part of peer-reviewed sessions at international, national, regional, state or local conferences

Performance of **high quality** in the fields of music education, therapy, and pedagogy is often evidenced by the following:

- Authorship of articles in edited but non peer-reviewed journals in primary (music education, therapy, pedagogy) or related fields (for music therapy - psychology, medicine, rehabilitation, etc.). This could include on-line journals or authorship of materials posted on other education/therapy/pedagogy and related websites.
- Invited music clinics or workshops at/for schools or professional associations within or outside the local area, with or without accompanying guest conducting or teaching activities
- Presentation of teacher training in-services at schools within or outside the local area if material is original, innovative, or based in research or scholarly studies
- Participation in panel presentations or discussions as part of invited sessions at international, national, regional, state, or local conferences
- Editorial board membership, service as consultant, or referee for journals or publications in music education, therapy, pedagogy, or related areas (for music therapy – psychology, medicine, rehabilitation, etc.)
- Invited session presentations at international, national, regional, or state professional conferences in music education, therapy, pedagogy, or allied fields
- Receipt of external and/or internal competitive grants, awards, fellowships, or other forms of recognition
- Reviews of books, articles, or recordings for music education, therapy, pedagogy, or related professional journals
- Music education-related research in the field of American folksong via collection of field recordings or location of an original collection of recorded folksongs that were sung within a certain region of the U.S., transcription of the songs into notation, research into the background information about the meaning of the texts, historical and/or cultural background of the region where the songs originated, and publication of the collection of songs to make them available for music educators to use in their classroom teaching/choir performances

- Self-publication by a recognized (in the field) publisher of arrangements of vocal, instrumental, or keyboard music for use in the schools or in private music instruction, possibly with external evaluation or critique, such as being reviewed in a professional journal
- Self- publication/release by a recognized (in the field) publisher or company of software or recordings, for use in music education or music therapy, of vocal or instrumental music, possibly with external evaluation or critique. such as being reviewed in a professional journal
- Organization and hosting of certification programs in specific techniques such as Orff, Kodaly, or Dalcroze if such programs gain national recognition or approval of the corresponding national organization, agency, or certifying body (such as the Certification Board for Music Therapists), or approval of an external certifying agency or organization
- Residency or invitation as a guest speaker at a university

STANDARDS FOR PROMOTION AND TENURE

Division of Theatre Meadows School of the Arts

SOUTHERN METHODIST UNIVERSITY “POLICY NUMBER: 2.11 - GUIDELINES FOR THE AWARD OF RANK AND TENURE” states the following:

1. Policy Statement

It is the policy of the University to award tenure to faculty that have achieved significant distinction and achievement in the areas of research/creative activity and teaching and to recognize that it is an immensely important decision – both for the faculty member in question and for the long-term academic quality of the University.

2. Purpose

The purpose of this policy is to define and outline the promotion and tenure process for tenure-track and tenured faculty. The principal factors to be considered in the evaluations for promotion and tenure are (a) distinction in research or equivalent creative activity in the arts (hereafter research/creative activity) and (b) effective teaching. Valued service to the University and to the profession to which the faculty member belongs will be taken into consideration for both promotion in rank and award of tenure, but cannot substitute for the primary factors of research/creative activity and teaching.

3. Rank and Tenure

- a. The appointment to the rank of **assistant professor** requires the potential for meeting the standards for promotion and tenure.
- b. Tenure is awarded to those faculty who are **outstanding** in either research/creative activity or teaching and whose performance in the other is **of high quality**. Each department or school should have guidelines that provide greater clarity as to what constitutes high quality or outstanding research/creative activity in a given discipline and high quality or outstanding teaching. Tenure cannot be granted on the basis of academic potential alone. Demonstrated accomplishments in research/creative activity and teaching are essential. Tenure is not attained automatically but only through the deliberative process described below and by the final approval of the Board of Trustees. **With the awarding of tenure, an assistant professor is promoted to associate professor.**
- c. In some circumstances due to extended service at another university (usually without tenure) or at other institutions, an initial appointment may be at the rank of associate professor without tenure. The candidate for this appointment should have substantial achievement in research/creative activity and the potential for meeting the standards for tenure.
- d. The rank of **professor** is the highest rank to which a faculty member may aspire. It should not be assumed that promotion to this rank will automatically follow from any certain number of years of service. Nor should it be assumed that all faculty will achieve this rank. It should be reserved for those persons whose **research/creative activity is recognized by members of the professional field as substantial and continuing** and whose **teaching as judged by students and peers is of sustained high quality**. It is generally expected that candidates for promotion to professor will have a more substantial service record than candidates for promotion to associate professor with tenure who have primarily focused on their research/creative activity and teaching.

FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR
Division of Theatre

Outstanding – Creative/Scholarly

In the **Division of Theatre** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered **outstanding** for Tenure and Promotion to Associate Professor, faculty **in the Acting Program** are expected to have created a strong body of professional work in collaboration with accomplished theatre workers in nationally and regionally recognized venues. While not required, it might also include an international component. Faculty might accomplish this as actors, voice and/or dialect coaches, fight/combat directors, and/or stage directors. This work should be of particularly impressive breadth and depth.

Additionally, **creative/scholarly activity** can take the form of embodied research, a process based on intense study in which the scholar/practitioners both comprehend and disseminate the fruit of their work through embodied praxis as opposed to traditional, printed means of scholarly discourse. This might include lecture demonstrations, workshops, methodology certification, etc. in which training theory, lessons, and/or related skills are enacted, embodied, or realized. The venues should be top-ranked nationally or internationally.

Creative/scholarly activity might also include social practice which focuses on social engagement by inviting collaboration with individuals, communities, and institutions in the creation of participatory art.

It should be noted that the demands of dedicated conservatory teaching and mentoring, the length of the time required for professional theatre assignments and geographical considerations can often curtail professional practice for periods of time.

Of High Quality – Creative/Scholarly

In the **Division of Theatre** of the **Meadows School of the Arts**, for **creative/scholarly achievements** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, faculty **in the Acting Program** are expected to have created a strong body of professional work in collaboration with accomplished theatre workers in nationally and regionally recognized venues. They might do this as actors, voice and/or dialect coaches, fight/combat directors, and/or stage directors.

Additionally, **creative/scholarly activity** can take the form of embodied research, a process based on intense study in which the scholar/practitioners

both comprehend and disseminate the fruit of their work through embodied praxis as opposed to traditional, printed means of scholarly discourse. This might include lecture demonstrations, extended workshops, methodology certification, etc. in which training theory, lessons, and/or related skills are enacted, embodied, or realized.

Creative/scholarly activity might also take the form social practice which focuses on social engagement by inviting collaboration with individuals, communities and institutions in the creation of participatory art.

It should be noted that the demands of dedicated conservatory teaching and mentoring, the length of the time required for professional theatre assignments and geographical considerations can often curtail professional practice for periods of time.

Outstanding – Teaching

In the **Division of Theatre** of the **Meadows School of the Arts**, for **teaching** to be considered **outstanding** for Tenure and Promotion to Associate Professor, along with very positive student and peer evaluations, faculty are expected not only to recognize and demonstrate a commitment to the dovetailed and interactive nature of the curriculum, but also to make an original and significant contribution to its implementation and ongoing development. This might involve new course content and/or the creation of new means by which the studio and classroom work is carried over into laboratory situations that include mainstage production and performance. This requires not only a high degree of collegiality and a detailed and practical knowledge of the developmental and technical skills taught throughout the Theatre Division, but a commitment to the development of methodologies for coaching/mentoring beyond the classroom and studio that often might extend into the Dallas arts community and the profession at large.

Of High Quality - Teaching

In the **Division of Theatre** of the **Meadows School of the Arts**, for **teaching** to be considered to be **of high quality** for Tenure and Promotion to Associate Professor, along with positive student and peer evaluations, faculty are expected to demonstrate a commitment to the dovetailed and interactive nature of the curriculum. Its recognition and implementation involve the extension of studio and classroom work into laboratory situations that include mainstage production and performance. This requires collegiality, a detailed and practical knowledge of the developmental and technical skills taught throughout the Theatre Division and a commitment to coaching/mentoring beyond the classroom and studio.