

**UNC CHARLOTTE  
DEPARTMENT OF MUSIC**

**Guidelines for Evaluating Music Faculty**

(Approved December 1999; Revised October 2010; Revised January 2017)

These *Guidelines for Evaluating Music Faculty* are adopted under the authority of and in accordance with *The Code of the Board of Governors of The University of North Carolina*; *The University of North Carolina Guidelines on Performance Review of Tenured Faculty*; the *Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte*; *The UNC Charlotte Academic Personnel Procedures Handbook*; the *UNC Charlotte Academic Procedure: Tenured Faculty Performance Review*; and the *College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure*. If there is a conflict between these *Guidelines* and any of the above documents, the highest ranking document shall prevail.

**I. AREAS OF PERFORMANCE TO BE REVIEWED**

Music faculty at all professorial ranks are expected to demonstrate competence in three equally essential areas: Scholarly/Creative Activities, Teaching, and Service. As required by Section 3.1 of the *Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte*, the assessment of the candidate's performance in each of these areas addresses the following: (a) the faculty member's demonstrated professional competence; (b) potential for future contribution to UNC Charlotte; and (c) institutional needs and resources. Following are guidelines for reviewing each of the areas:

**A. Scholarly/Creative Activities**

All tenured and tenure-track faculty members at UNC Charlotte are expected to participate in expanding the knowledge base of their respective academic fields by conducting research or engaging in other scholarly/creative activities as appropriate to their disciplines. For the purposes of evaluating these types of activities, faculty members in the Department of Music may be categorized into four broad categories: Academic Faculty, Composition Faculty, Studio Faculty, and Ensemble Directors.

In addition to the research activities listed in the categories below, some faculty members may also choose to perform, write, edit, compose, publish, consult, record, and/or participate in a wide variety of other professional activities. All such activities should demonstrate ongoing knowledge of current or emerging trends in the candidate's field of specialization by reflecting continuing contributions to that field.

In all cases, it is the candidate's responsibility to assist reviewers at all levels to understand the status or significance of a given scholarly/creative activity within the discipline or profession of the activity, such as the rigor of the process for invitation or selection or any other special distinctions that should be considered. Appraisals of publications, recordings, or other works in scholarly and critical literature would be especially useful in this process, if appropriate to the candidate's field.<sup>1</sup>

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<sup>1</sup> For more on the evaluation of Scholarly/Creative Activities, see the *UNC Charlotte Academic Personnel Procedures Handbook*, Section VI.C.2.

1. *Academic Faculty.* Members of the academic faculty generally have their highest degrees in music education, musicology, music theory, or other academic fields; have teaching responsibilities in academic courses related to those fields; and are typically involved in one or more of the following types of professional activities:
  - a. Significant publications.
  - b. Presenting papers, speaking, or participating on panels in meetings of professional associations.
  - c. Appearances as a guest lecturer or seminar leader on other campuses.
2. *Composition Faculty.* Members of the composition faculty generally have their highest degrees in composition or closely related fields; have teaching responsibilities in composition and music theory; and are typically involved in one or more of the following types of professional activities:
  - a. Commissions, performances, or publication of musical compositions or arrangements.
  - b. Publications and presentations.
  - c. Presentation of workshops or masterclasses.<sup>2</sup>
  - d. Recordings intended for public distribution and/or broadcast.
  - e. Placement in or winner of a significant competition.
3. *Studio Faculty.* Members of the studio faculty generally have their highest degrees in performance or closely related fields; have teaching responsibilities in applied music; and are typically involved in one or more of the following types of professional activities:
  - a. Significant public performances.
  - b. Publications and presentations.
  - c. Presentation of workshops or masterclasses.<sup>2</sup>
  - d. Recordings intended for public distribution and/or broadcast.
  - e. Placement in or winner of a significant competition.
4. *Ensemble Directors.* Ensemble directors generally have their highest degrees in conducting or closely related fields; have teaching responsibilities in at least one large ensemble (a band, choir, or orchestra); and are typically involved in one or more of the following types of professional activities:
  - a. Performances with university student groups that exhibit exceptional activity.
  - b. Significant activity as a conductor or clinician.<sup>2</sup>
  - c. Commissions, performances, or publication of musical compositions or arrangements.
  - d. Publications and presentations.
  - e. Recordings intended for public distribution and/or broadcast.
  - f. Placement in or winner of a significant competition.

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<sup>2</sup> A masterclass is a public forum in which a clinician disseminates historical, technical, and/or interpretive expertise to elicit improvements to compositions or live performances. Clinicians rely on their professional experience and knowledge to confirm or establish standards for current and future contributions to the field.

## B. Teaching

Effective teaching is the primary mission of the University and, therefore, is an essential criterion for review. Clear documentation of effectiveness in this area is required for approval of any recommendation for reappointment, promotion, or conferral of permanent tenure, as well as for a successful tenured faculty performance review.

Effective teaching encompasses a broad range of activities in addition to performance in the classroom, and the weighting of each may differ from case to case. The total performance of the candidate in this area must be evaluated, taking into consideration the types and levels of instructional activities assigned to and expected of the candidate.

Evaluation of the candidate's teaching should consider at least the following:

1. *Teaching Skills and Pedagogical Contributions*, including Subject Competence, Course Design, Course Presentation, Directing Student Research, and Curriculum and Instructional Development.<sup>3</sup> Additional teaching expectations include, but are not limited to Communication Skills; Discernment; and Collecting, Organizing, and Evaluating Information.<sup>4</sup> Evaluations regarding teaching skills are based upon a consideration of a teaching portfolio that contains two or more of the following:
  - a. (Required) Consideration of the results from the systematic use of approved departmental student evaluation forms.
  - b. (Required) First-hand observations by faculty colleagues of classroom teaching and/or instructional materials (including syllabi).
  - c. Submitted and approved Course and Curriculum proposals or other initiatives that demonstrably improve educational delivery, curriculum development, or best practice methods.
  - d. Invitations to lecture or teach at other institutions or professional seminars, or demonstrating that a candidate's unique or novel teaching methodology has been adopted elsewhere.
  - e. Development of significant other educational opportunities for students that lie beyond the normative expectations for collegiate teaching. Examples may include developing educational experiences through travel, recruiting guest teachers and artists to campus for masterclasses and clinics, establishing educational collaborations and professional internships with area arts organizations, commissioning new works or developing significant pedagogical materials.
  - f. Extra-departmental recognition of teaching excellence. Examples may include teaching awards, interdepartmental teaching collaborations, or grants that evidence the development of excellence in teaching, curriculum, or educational activity. Student and alumni success in auditions, competitions, and graduate school may also be indicators of effective teaching, if significant student growth under the candidate's tutelage can be demonstrated.
2. *Enrollment Management*. Studio Faculty and Ensemble Directors are expected to develop and maintain studios and ensembles of sufficient quantity and quality to support the Department's

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<sup>3</sup> See the *UNC Charlotte Academic Personnel Procedures Handbook*, Section VI.C.1, for definitions.

<sup>4</sup> See the *College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure*, Section I.2.1, for definitions.

academic mission. All faculty are expected to share in the responsibility of retaining music majors through successful teaching and mentoring.

### C. Service

As a public university, the mission of UNC Charlotte is to provide for the educational, economic, social, and cultural advancement of the people of North Carolina. To fulfill this mission requires participation of members of the faculty in service activities that are distinct from but related to their roles as teachers and scholars. Contributions in these areas should be carefully documented and evaluated, and must be considered in reappointment, promotion, and tenure processes, as well as in tenured faculty performance reviews.

Evaluation of the candidate's performance in this area should consider the following:

1. *Service to the University* (including musical performances for the benefit of the Department, College, or University), *Public Service*, and/or *Service to the Profession*.<sup>5</sup> Service to the profession may include activities that speak to an outstanding reputation in the field, such as adjudication of festivals and competitions; participation as consultant, referee, or member of editorial boards of professional journals; and/or memberships on other significant review committees.
2. *Recruitment*. All members of the music faculty are expected to participate in the recruitment of music majors to the Department of Music. This can include, but is not limited to, participating in department, college, and university recruiting initiatives, as well as active involvement in the local and state music education community.

## II. ANNUAL PERFORMANCE REVIEW FOR TENURE-TRACK FACULTY

The Department Chair shall provide each tenure-track faculty member in the unit's professorial ranks a letter each year that provides an evaluation of that faculty member's accomplishments during the previous year and that discusses the faculty member's progress toward achieving reappointment, the conferral of permanent tenure, promotion, or tenured faculty performance review, as appropriate. The letter should clearly and specifically address strengths and weaknesses in the performance of the faculty member, providing for a clear plan and timetable for improvement of any deficiencies in performance. While ultimate decisions on reappointment, promotion, and the conferral of permanent tenure take into account many factors, effective annual performance reviews are intended to help to eliminate unexpected results in the comprehensive reviews supporting decisions on reappointment, promotion, the conferral of permanent tenure, and tenured faculty performance review.<sup>6</sup> The Chair will meet with tenure-track faculty members no later than May 1 to discuss their annual performance reviews. All annual performance reviews for tenure-track and tenured faculty members must be completed by June 15.

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<sup>5</sup> See the *UNC Charlotte Academic Personnel Procedures Handbook*, Section VI.C.3, for definitions.

<sup>6</sup> Guidelines for the annual performance review are detailed in the *UNC Charlotte Academic Personnel Procedures Handbook*, Section VI.B., and the *Department of Music Faculty Handbook*.

### III. PROCEDURES AND DOCUMENTATION FOR REAPPOINTMENT, PROMOTION, AND TENURE

- A. The Dean of the College shall provide notice of an impending review to faculty member(s) scheduled for reappointment, promotion, and tenure, with a copy to the Chair of the Department, by no later than April 1 of the academic year preceding the review. Faculty members seeking a review for tenure/promotion prior to a required comprehensive review shall inform the Dean of their intentions by no later than April 1.
- B. The faculty member shall submit a letter to the Dean acknowledging understanding of review policies and dates of submission by no later than April 15 of the academic year preceding the review.
- C. Any candidate seeking promotion and/or tenure (*not* reappointment) shall meet with the Department Review Committee (DRC) to assist with the identification of qualified external reviewers.

By no later than May 1 of the academic year preceding the review, both the candidate and the Chair shall provide the DRC with the names of six potential reviewers, with the contact information and a rationale for the appropriateness of each reviewer. The candidate shall be given the opportunity to request that certain reviewers from the Chair's list be excluded from consideration, either because of bias or conflict of interest, but shall have no further input regarding the selection of external reviewers. After consulting with the candidate, the DRC shall forward to the Chair two lists: one of the potential reviewers from the candidate's list, ranked in order of preference, and one of the potential reviewers from the Chair's list, again ranked in order of preference. The Chair shall select the top three potential reviewers from each list and request letters from them evaluating the candidate's external review dossier. Should any of the potential reviewers from either list decline to participate in the review, the Chair may select additional names from that list, in the order provided by the DRC.

The overall goal in selecting external reviewers is to choose objective, qualified individuals capable of rendering unbiased, authoritative evaluations. The reviewers must be active members in the candidate's field, holding tenured positions in comparable music programs or in aspirational/peer institutions. In order to minimize conflict of interest, external reviewers who are close colleagues or collaborators, former professors or graduate students, or other similar individuals will not be invited to serve as reviewers. In applications for promotion to Professor, an effort should be made to avoid selecting a reviewer who participated in the tenure review.

- D. Any candidate seeking promotion and/or tenure (*not* reappointment) shall present the Chair with six dossiers (one for each external reviewer) demonstrating the quality and significance of the candidate's scholarly/creative activities by no later than June 1 of the academic year preceding the review. The dossier is composed of the following components:
  - 1. A current Curriculum vitae.
  - 2. A self-assessment/reflective statement.
  - 3. Supporting materials. This section may be subdivided as is appropriate to its contents (e.g., conference papers, book chapters, articles, etc.).
  - 4. Any additional documentation deemed necessary by the faculty member.

- E. All faculty members under review for reappointment, promotion, and tenure shall submit a dossier of scholarly/creative works, teaching, and service activities to the Dean with a letter of transmittal by no later than the first day of classes of the academic year of the review. The dossier is composed of three separate documents or sections related to each of the three areas of professional accomplishment: Scholarly/Creative Activities, Teaching, and Service. Each document/section is composed of three distinct components:
1. A current Curriculum vitae (formatted according to the CoAA CV Template, found on the CoAA web site). The CV must clearly identify co-authored or collaborative works, those undertaken since the last comprehensive review, and those representing a piece of work that has been disseminated through multiple outlets.
  2. A self-assessment/reflective statement.
  3. Supporting materials. This section may be subdivided as is appropriate to its contents (e.g., conference papers, book chapters, articles, etc.). The documentation of teaching must include recent syllabi and copies of student evaluations for all courses taught since the candidate's initial appointment, promotion, or tenure decision, whichever is most recent. Candidates for reappointment, tenure, and/or promotion to Associate Professor (*not* promotion to full Professor) must also supply copies of all peer evaluations. The dossier also includes all annual performance reviews since the candidate's initial appointment, promotion, or tenure decision, whichever is most recent. Candidates for promotion to the rank of Associate Professor must also submit reappointment letters from the DRC, the Chair, the College Review Committee, and the Dean.

The dossier may include any additional documentation deemed necessary by the faculty member. The review committees, Chair, or Dean may, through a written request, ask the candidate to provide additional materials.

- F. The Permanently Tenured faculty members in the unit, other than those who will participate in the review process at another level, who are at or above the rank for which a candidate is under consideration, shall be provided an opportunity to review the candidate's dossier and provide advice to the DRC.
- G. The DRC shall examine all review materials and after discussion and deliberation present its recommendation to the Chair following the procedures outlined in the *Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte*, *The UNC Charlotte Academic Personnel Procedures Handbook*, and the *College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure*.
- H. After receiving the recommendation of the DRC, the Chair shall make a determination following the procedures outlined in the *Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte*; *The UNC Charlotte Academic Personnel Procedures Handbook*; and the *College of Arts and Architecture Procedures for Reappointment, Promotion, and Conferral of Permanent Tenure*. The Chair shall provide the determination and the rationale for such determination on reappointment, promotion, or conferral of Permanent Tenure in writing to the faculty member to whom it pertains simultaneously with its transmittal to the Dean.

#### IV. CRITERIA FOR REAPPOINTMENT, PROMOTION, AND TENURE

The future distinction of the Department of Music depends in large part upon the quality of judgment exercised in making reappointment, promotion, and tenure decisions. For this reason, and because the evaluation process represents a commitment of substantial resources on the part of the University, each such recommendation will be made with the greatest possible care and will be the result of thorough and rigorous scrutiny of all relevant information. The commitment inherent to the granting of tenure, in particular, requires not only an established record of past achievement but also the potential for future achievement.

The successful candidate will have developed a strong professional reputation and will have clearly contributed to the functioning of the Department of Music. The nature of much of the work undertaken by music faculty involves working in collaboration with colleagues within the department and in collaborative projects that extend across units within the college, across the university, and in the community. Therefore, the ability to fully participate and work effectively in collaborative settings is an expected attribute of all members of the Department of Music faculty.

The goal of all faculty members should be to expand their spheres of influence from state to regional, regional to national, and national to international. This goal may be accomplished through peer-reviewed scholarly/creative activities that attract attention and distinction within the field;<sup>7</sup> excellence in teaching that attracts and produces successful students; and effective service to the Department, College, and University, as well as to local, state, regional and national/international professional organizations.

##### A. Reappointment of an Assistant Professor

The DRC and Chair shall examine the evidence with regard to a candidate's growth as a scholar/artist, teacher, and university citizen, which shows the future promise of the candidate's ability to satisfy the Department's criteria for promotion to associate professor with conferral of permanent tenure. The DRC and Chair will consider the following criteria:

1. **Scholarly/Creative Activities:** successful candidates are expected to demonstrate evidence of a clearly defined scholarly/creative agenda and a record of peer-reviewed work (as defined in Section I.A of these *Guidelines*) that effectively illustrates the promise of significant professional contributions.
2. **Teaching:** successful candidates are expected to demonstrate evidence of satisfactory/average to very good teaching traits, as defined in Section I.B.1 of these *Guidelines*. Studio Faculty and Ensemble Directors are further expected to demonstrate evidence of active engagement in the types of recruitment activities that are beginning to attract music majors to the Department of Music.
3. **Service:** successful candidates are expected to demonstrate evidence that they have actively and effectively participated in the types of university, community, and/or professional service activities that are defined in Section I.C of these *Guidelines*.

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<sup>7</sup> The phrase "peer-reviewed" refers to traditional peer-review academic processes as well as other means of external validation of scholarly/creative works.

4. Other: successful candidates are expected to demonstrate evidence that their teaching and service activities effectively support the Department's academic mission.

B. Promotion from Assistant Professor to Associate Professor with Permanent Tenure.

The DRC and Chair shall examine the evidence with regard to a candidate's growth as a scholar/artist, teacher, and university citizen, which shows the future promise of the candidate's ability to satisfy the Department's criteria for promotion the rank of Professor. The candidate's entire professional career will be assessed, but particular emphasis will be placed on development while serving at the University of North Carolina at Charlotte. The DRC and Chair will consider the following criteria:

1. Scholarly/Creative Activities: successful candidates are expected to demonstrate evidence of a clearly defined scholarly/creative agenda and a record of peer-reviewed work (as defined in Section I.A of these *Guidelines*) that effectively illustrates significant professional contributions in the candidate's field of specialization.
2. Teaching: successful candidates are expected to demonstrate evidence of very good to excellent teaching traits, as defined in Section I.B.1 of these *Guidelines*. Studio Faculty and Ensemble Directors are further expected to demonstrate effective recruiting, as defined in Section I.B.2 of these *Guidelines*.
3. Service: successful candidates are expected to demonstrate evidence that they have actively and effectively participated in the types of university, community, and/or professional service activities that are defined in Section I.C of these *Guidelines*.
4. Other: successful candidates are expected to demonstrate evidence that their teaching and service activities effectively support the Department's academic mission.

C. Granting of Tenure to an Associate Professor or Professor.

In the case of the tenure review of a faculty member holding the rank of Associate Professor or Professor, the DRC and Chair shall consider the criteria appropriate to each rank as defined under "Promotion from Assistant Professor to Associate Professor with Tenure" or under "Promotion from Associate Professor to Professor," respectively.

D. Promotion from Associate Professor to Professor

The promotion of an Associate Professor to Professor recognizes a record of achievement that has led to national and/or international recognition. The DRC and Chair shall examine the evidence with regard to a candidate's ability to satisfy the criteria listed below. The candidate's entire professional career will be assessed, but particular emphasis will be placed on development while serving in the rank of Associate Professor at the University of North Carolina at Charlotte. The DRC and Chair will consider the following criteria:

1. Scholarly/Creative Activities: successful candidates are expected to demonstrate evidence of a clearly defined scholarly/creative agenda and a sustained record of peer-reviewed work (as defined in Section I.A of these *Guidelines*) that effectively illustrates significant professional contributions in the candidate's field of specialization.



2. Teaching: successful candidates are expected to demonstrate evidence of excellent teaching traits and pedagogical contributions, as defined in Section I.B.1 of these *Guidelines*. Studio Faculty and Ensemble Directors are further expected to demonstrate ongoing success in recruiting, as defined in Section 1.B.2 of these *Guidelines*.
3. Service: successful candidates are expected to demonstrate evidence that they have actively and effectively participated in the types of university, community and/or professional service activities that are defined in Section I.C of these *Guidelines*. Particular focus should be placed on leadership positions in service.
4. Other: successful candidates are expected to demonstrate evidence that their scholarly/creative activities, teaching, and service activities effectively support the Department's academic mission.

## **V. PROCEDURES AND DOCUMENTATION FOR TENURED FACULTY PERFORMANCE REVIEWS**

The Tenured Faculty Performance Review provides for the periodic and comprehensive review of all aspects of the performance of faculty members who have tenure and whose primary duties are teaching, research, and service.

### **A. Initiating the Review Process**

Whenever a Tenured Faculty Performance Review is initiated, the Chair shall first consult with the faculty member and then shall establish a schedule for the conduct of the review by the DRC. Ordinarily, a faculty member should be given at least four months' notice that the faculty member is to be reviewed. The faculty member should discuss with the Chair a five-year plan consistent with the expectations of post-tenure review. This plan can be modified annually by the faculty member, in consultation with the Chair, as deemed appropriate by changes in institutional, departmental, or personal circumstances. This plan should indicate milestones aligned with annual performance reviews.

### **B. Review File**

To initiate the review process, the faculty member shall construct a Tenured Faculty Performance Review file containing only:

1. Copies of the faculty member's last five annual performance reviews from the Chair.
2. A current curriculum vitae.
3. A current five-year plan and set of goals with related milestones.
4. An optional statement describing the faculty member's professional accomplishments in research, teaching, and service.

If necessary for clarification, the Chair or DRC may request further information. All aspects of faculty performance will be evaluated.

### C. Review Findings

The DRC shall review the file and may meet with the Chair and the faculty member, either together or separately. The DRC may consult other sources of information not included in the file, if deemed appropriate, with the approval of the Chair. In accordance with the schedule for the review established by the Chair, the DRC shall make a written assessment of the faculty member's performance, including, where appropriate, recommendations to the Chair intended to enhance the faculty member's contributions to the unit and the University. The DRC Report is advisory to the Chair. The Report shall include an assessment of the strengths and weaknesses of the faculty member's performance. This written assessment shall conclude with one of the following findings:

1. "Exceeds Expectations:" The faculty member exceeds expectations.
2. "Meets Expectations:" The faculty member maintains an appropriate level of scholarly/creative, teaching, and service engagement commensurate with the faculty member's rank and position.
3. "Does Not Meet Expectations:" The faculty member has substantial and chronic performance deficiencies. The DRC shall state the faculty member's primary responsibilities and describe the performance deficiencies in its Report as they relate to the faculty member's assigned duties and the goals established.

The Chair shall provide the faculty member being reviewed a copy of both the DRC report and the Chair's recommendation. The report and any response from the faculty member shall be made a part of the faculty member's permanent personnel record.

## VI. CRITERIA FOR TENURED FACULTY PERFORMANCE REVIEWS

The purposes of the Tenured Faculty Performance Review are to promote faculty development, productivity, and excellence by recognizing and rewarding faculty performance that exceeds expectations; to provide a clear path and timetable for improvement of faculty performance for those faculty who do not meet expectations; and to provide the imposition of appropriate sanctions for faculty who continue to not meet expectations. In reviewing members of the tenured faculty, the DRC and Chair will consider the following criteria:

### A. Scholarly/Creative Activities

1. "Exceeds Expectations:" The faculty member has remained prolifically engaged in scholarly/creative activities (as defined in Section I.A of these *Guidelines*).
2. "Meets Expectations:" The faculty member has remained appropriately engaged in scholarly/creative activities.
3. "Does Not Meet Expectations:" The faculty member has not remained sufficiently engaged in scholarly/creative activities.

### B. Teaching

1. "Exceeds Expectations:" The faculty member demonstrates excellent teaching traits through the implementation of a significant number of teaching accomplishments (as defined in Section I.B of these *Guidelines*) and otherwise meets the normative expectations of teaching,

- such as the timely reporting of grades, class attendance, and other professional teaching behaviors.
2. “Meets Expectations:” The faculty member demonstrates satisfactory teaching traits and otherwise meets the normative expectations of teaching, such as the timely reporting of grades, class attendance, and other professional teaching behaviors.
  3. “Does Not Meet Expectations:” The faculty member demonstrates substandard teaching traits or otherwise fails to meet the normative expectations of teaching, such as the timely reporting of grades, class attendance, or other professional teaching behaviors.

C. Service

1. “Exceeds Expectations:” The faculty member has served in significant leadership positions and/or directed significant initiatives that have produced tangible results in the university, community, and/or profession (as defined in Section I.C of these *Guidelines*).
2. “Meets Expectations:” The faculty member has served on multiple committees and/or service organizations, but has had no significant leadership roles in the university, community, and/or profession.
3. “Does Not Meet Expectations:” The faculty member has failed to provide normative service to the university, community, and profession (by not agreeing to serve on committees, not attending meetings, not completing assigned work, etc.).

Each member of the tenured faculty is expected to maintain a strong professional reputation and to continue contributing to the functioning of the Department of Music. The nature of much of the work undertaken by music faculty involves working in collaboration with colleagues within the department and in collaborative projects that extend across units within the college, across the university, and in the community. Therefore, the ability to fully participate and work effectively in collaborative settings is an expected attribute of all members of the Department of Music faculty.