
UNIVERSITY OF COLORADO BOULDER COLLEGE OF MUSIC BYLAWS + HANDBOOK

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INTRODUCTION

University of Colorado bylaws, policies and guidelines are subject to the current laws and actions of the Regents and to other University policies. Each bylaw, policy and guideline is intended to be interpreted and applied in a manner consistent with current Regents' laws and actions and other University policies and procedures. In the event of a conflict, Regent laws, actions, policies and procedures of the University shall be in effect.

AMENDMENTS TO THE BYLAWS

New Bylaws may be adopted and Bylaws may be amended or repealed at a duly convened meeting of the faculty. Notice of any proposed change in the Bylaws shall be given in writing to all members of the faculty at least one week prior to the time of the meeting at which the proposed change is to be considered. When such a change is proposed, the member or members of the faculty making such a proposal shall file with the Dean a written statement in the precise form of the proposed change.

PART I: ORGANIZATIONAL STRUCTURE

ARTICLE I: ADMINISTRATIVE LEADERSHIP

Dean of the College

General Administration

The Dean serves as principal administrative officer and appointing authority for the College of Music. Primary responsibilities include representing the College to the upper administration; chairing the Dean's Cabinet, the Leadership Council and faculty meetings; ensuring that the College meets appropriate academic standards; setting and maintaining balanced budgets. The Dean delegates, as appropriate, areas of responsibility not limited to those listed below; takes responsibility for faculty and staff appointments, graduate and undergraduate enrollments and the overall excellence of the College; consults with the faculty regarding curriculum development, program content and standards; and serves as the voting representative and primary liaison to NASM. The Dean reports to the Provost of the CU Boulder campus.

Personnel

The Dean is responsible for faculty and staff appointments, assignments and workloads; ensures that the College adheres to University policies and procedures with respect to reappointment, promotion and tenure; assists the faculty in carrying out their duties and attends to their concerns; is responsible for administrative and staff performance evaluations.

Budget

The Dean is responsible for financial planning and maintaining balanced budgets, consulting with the Assistant Dean for Budget and Finance, with an annual report to the faculty regarding the allocation of funds. The Dean is responsible for the allocation of salary increases and scholarship funds for student recruitment.

Fundraising and Public Relations

The Dean takes responsibility for fundraising, strategic planning, events associated with development and outreach activities, working closely with the Assistant Dean for Advancement and the Advancement team. The Dean is ultimately responsible for public relations strategies, outreach and maintaining partnerships with other arts organizations in the region. The Dean represents the College in the community, at state and national conferences and elsewhere as appropriate.

Students

The Dean attends to students' concerns, especially those which have been referred by the faculty, the Chairs, or the Associate Deans.

In case the Dean is incapacitated, the Associate Dean for Undergraduate Studies and Enrollment Management will become acting Dean. If the Associate Dean for Undergraduate Studies is unable to serve in this role, the Associate Dean for Graduate Studies will become acting Dean.

Associate Dean for Undergraduate Studies and Enrollment Management

(Faculty)

Representative of the Dean

In the Dean's absence, at the designation of the Dean, may serve as the College representative and may be responsible for aspects of the general administration of the College as requested.

Responsibilities

- Is responsible for admissions, undergraduate orientation, distribution of scholarship funds, coordination of advising, graduation evaluations, scholarship probation and suspension, academic discipline, proficiency reports, coordination of undergraduate recruiting, preparing reports related to undergraduate studies and implementing curricular changes.
- Serves as an ex-officio member of the Curriculum Committee
- Co-chairs the Academic Policy Committee.
- Serves as an ex-officio non-voting member of the Leadership Council.
- Is responsible for the allocation of available funds for undergraduate student professional development.
- Shall meet at least once each semester with the College of Music Undergraduate Student Government Officers.

Enrollment Management

Is responsible for coordinated and effective strategies that help the College of Music achieve and maintain its target recruitment, retention and graduation rates of students.

Dean of Summer Sessions and Summer Programs

- Is responsible for determining and developing the course schedule and faculty assignments for CU Summer Session.
- Provides administrative oversight for summer and other interim session academic programs.

Workload

Maintains limited teaching responsibilities and pursues scholarly/creative work as time allows; the distribution of workload is a contractual arrangement with the Dean and revisited from time to time for adjustments as needed.

Associate Dean for Graduate Studies

(Faculty)

Representative of the Dean

In the Dean's absence, at the designation of the Dean, may serve as the College representative and may be responsible for aspects of the general administration of the College as requested.

Responsibilities

- Coordination of graduate student admissions, recruitment, advising, new student/TA orientation, TA duties, graduate examinations, graduate committees, graduation evaluations; distribution of merit aid awards (assistantships, fellowships and scholarships); monitoring degree progress; monitoring graduate course enrollment; confirmation of committee-awarded grades; communications with the Graduate School on student issues and policies and implementing curricular changes.
- Serves as an ex-officio member of the Curriculum Committee.
- Co-chairs the Academic Policy Committee.
- Serves as an ex-officio non-voting member of the Leadership Council.
- Is responsible for the allocation of available funds for graduate student professional development.
- Shall meet at least once each semester with the College of Music graduate student government officers.

Workload

Maintains limited teaching responsibilities and pursues scholarly/creative work as time allows; the distribution of workload is a contractual arrangement with the Dean and revisited from time to time for adjustments as needed.

Associate Dean for Diversity, Equity and Inclusion

(Faculty)

Responsibilities

- Serves as a representative of the College on University-wide committees as appropriate.
- Works directly with other Justice, Equity, Diversity and Inclusion (JEDI) deans across campus and with the Office of Diversity, Equity, Community and Engagement (ODECE).
- Serves as the point person for oversight of DEI issues and activities within the college.
- Supervises Diversity and Outreach Coordinator and serves as co-chair of the college Diversity Committee.
- Is an ex-officio non-voting member of the Leadership Council.
- Is a member of the Dean's Cabinet.

Workload

Maintains limited teaching responsibilities and pursues research/creative work; the distribution of workload is a contractual arrangement with the Dean and revisited from time to time for adjustments as needed.

Faculty Affairs Coordinator (FAC)

(Faculty)

Provides advisement, support and mentorship for faculty, including issues related to all University and College policies and processes that impact the faculty.

Responsibilities

- Assembles faculty dossiers for promotion, tenure and reappointment reviews.
- Aids in developing sabbatical leave applications and post-sabbatical leave reports.
- Aids in developing their post-tenure review materials.
- Populates and convenes the Dean's Advisory Committee for reappointment, promotion and tenure of TTT faculty.
- Provides orientation and mentoring sessions for new faculty.
- Monitors and consults with faculty on nominations for various University or other awards, such as those sponsored by the BFA, Office of Faculty Affairs, the President's office, Alumni Association, the CU System office, etc.
- Provides support for the PU Chair, ensuring that processes and protocols established by the College, the OFA and the Regents are followed appropriately and assists as needed with scheduling meetings.
- Monitors the submittal of all PUEC written documents.
- Supervises and guides faculty committee elections and membership.
- Manages and convenes ad-hoc committees reviewing dossiers for Faculty Fellowships.

Workload

Maintains limited teaching responsibilities and pursues scholarly/creative work as time allows; the distribution of workload is a contractual arrangement with the Dean and revisited from time to time for adjustments as needed.

Assistant Dean for Advancement

(Staff)

The Assistant Dean for Advancement leads the advancement team that supports the College of Music. The ADA meets on a regular basis with the Dean to discuss strategic initiatives and donor relationships. The ADA reports not only to the Dean of the College of Music but also to the Associate Vice Chancellor for Advancement.

Assistant Dean for Budget and Finance

(Staff)

Responsibilities

The Assistant Dean for Budget and Finance serves as the managing financial officer for the College of Music and serves as faculty affairs liaison. Additionally:

- Advises the Dean on budgetary matters and oversees HR for the college.
- Serves as faculty affairs liaison, to include:
 - Processing leave request forms for faculty (for leaves of absence unrelated to sabbatical, such as medical, parental or unpaid leave);
 - Processing offer letters associated with new appointments or reappointments for TTT faculty and instructors;
 - Facilitating annual recruitment authorization form (specific to hiring of new TTT faculty);
 - Processing retention letters and offer letter addenda;
 - Processing resignation forms and retirement memos;
 - Processing emeritus status request forms.

Budgeting Processes

The Dean and Assistant Dean for Budget and Finance shall present a budget report to the faculty at least once each academic year that outlines College of Music revenues and expenditures. The faculty shall have the opportunity to comment upon the clarity and implementation of the College's budget process.

The Dean and Assistant Dean for Budget and Finance shall present appropriately more detailed budgetary information to the Department Chairs and Program Directors or their delegates with budgetary authority, at the beginning of each academic year. The Chairs are expected to relay budgetary information to their faculty colleagues and may comment upon the clarity and implementation of the College's budget process. Chairs and Directors (individually or collectively as members of the Leadership Council) may periodically make recommendations to the Dean of the College on budgetary priorities, including hiring priorities. Such recommendations may address both short- and long-range needs, as well as the budget process itself.

Assistant Dean for Concerts and Communications

(Staff)

Responsibilities

The Assistant Dean for Concerts and Communications leads a team that markets and promotes College of Music public performances and other events and curates the Artist Series. The Assistant Dean serves as Executive Director of CU Presents, which manages and tickets all of the performing arts on the CU Boulder campus, including the Colorado Shakespeare Festival and the Department of Theatre and Dance.

Assistant Dean for Strategic Initiatives

(Staff)

The Assistant Dean of Strategic Initiatives provides leadership and management for administrative functions and strategic initiatives for the College of Music.

Responsibilities

- Serves as counsel and advisor to the Dean on issues of strategy and initiatives. Researches issues and briefs the Dean in advance of meetings and events.
- Works on behalf of the Dean, in coordination with the Dean's cabinet and with College and Campus leadership, to inventory, support, coordinate, manage and monitor activity and progress on projects, initiatives and decisions within the Dean's areas of responsibility both within the college and at the broader campus level. Depending on the size and scope of the effort, this role may function as an independent project manager.

- Leads efforts to ensure alignment of initiatives with mission, vision and goals of the College; and communicates those priorities and progress internally and externally.
- Coordinates with the Dean's Executive Assistant (EAD) to ensure that meetings are well planned and maximize the Dean's effectiveness.
- Provides leadership and project management of physical space-related issues for the various locations across campus and off campus which the College of Music occupies, including identifying strategies for addressing space needs and most effectively using occupied spaces.
- Where allowed by university policy, this position may be delegated authority and responsibility for signing documents or making approvals on behalf of the Dean.

Executive Assistant to the Dean (EAD)

(Staff)

Responsibilities

Provides high-level administrative support to the Dean in a variety of settings: The EAD supports long-range planning, strategic initiatives, program review and accreditation and facilitates communications for the Dean. Additionally, this position handles significant writing and editing assignments, serves to coordinate the calendar of the Dean and manage the Dean's tasks, provides meeting support, conducts research to provide briefing materials and works in support of the College of Music's strategic initiatives and priorities. The EAD also serves as administrative consultant to the Faculty Affairs Coordinator. The EAD works closely with Operations, Advancement, the Office of Faculty Affairs and assists the Dean with special projects as needed.

Operations Manager

(Staff)

The Operations Manager is responsible for the supervision of all operational matters and the staff members who carry them out in the following areas:

- Facilities scheduling.
- Facility building projects, renovations and office moves/assignments.
- General instrument maintenance and acquisitions.
- Audio recording and engineering acquisitions.
- Instructional classroom technology.
- Piano maintenance and acquisitions.
- Lockers.
- Logistical and operational support for large ensembles.
- Guidance and support for both College and third-party special events.
- Live-streaming services.
- Provides administrative oversight for non-credit-earning summer and other interim session academic programs.

Director of Admissions and Recruitment

(Staff)

Responsibilities

- Coordinates the College of Music's undergraduate admissions and recruitment efforts to maintain and achieve current quantitative and qualitative goals.
- Participates in the College's enrollment management program, including retention efforts.
- Participates in the development and administration of admission policies and procedures.
- Manages and coordinates admissions-related programs and activities.

NOTE: All other staff positions can be found in the College Organizational Chart.

ARTICLE II: THE FACULTY

Membership

The faculty includes all College of Music tenured, tenure-track (TTT), Artist-in-Residence, Teaching Professor-track and Lecturer faculty. Voting rights are limited to tenured, tenure-track, Teaching Professor-track and Artist-in-Residence faculty appointed at half-time or more; for the purposes of voting on reappointment, tenure and promotion, voting rights may be further limited. (See relevant sections in Part II). For the purposes of voting, a quorum shall consist of 60% of the eligible faculty.

Responsibilities

Tenured and tenure-track (TTT), Teaching Professor-track (formerly known as Instructor-track) and Artist-in-Residence faculty are expected to engage in teaching, professional activities and service as stipulated in their letter of appointment; to meet expectations for merit increases, promotions, reappointment and tenure, in accordance with the mission of CU Boulder, a major comprehensive research institution. (See the "Criteria" section of these Bylaws, Part IX).

All TTT and Teaching Professor-track faculty also shall:

- Fulfill all assigned teaching responsibilities.
- Meet as a whole at least two times per semester.
- Maintain at least two office hours (or the equivalent availability) per week for student consultation.
- Engage in admissions decisions and student recruitment activities as outlined below.
- Participate fully in governance matters of the College and exercise the right to vote.
- In keeping with Regental policy, faculty shall complete and submit a Faculty Record of Professional Activities (FRPA) along with an updated CV not later than February 1 of each year. For complete guidelines, see APS 5008 on the Office of Faculty Affairs website: <https://www.cu.edu/ofoe/aps/5008>.

(See Part II for further information on faculty voting rights and processes.)

Student Recruitment

Student recruitment is an essential activity for all College faculty members. Given the interdependency and collaborative nature of the College's programs, it is critical to the ongoing needs of both current and prospective students as well as to the long-term success of the College. The recruitment of students, year after year, is also important to each faculty member's own professional fulfillment. While faculty are acknowledged to have the freedom to accept students that are adjudged likely to succeed, recruitment shall also be guided by the following objectives:

- To maintain an appropriate balance of graduate and undergraduate majors, with advisement from and in consultation with the Associate Deans and the Dean.
- To continue to diversify our student population and their experiences.
- To maintain an appropriate balance of students in support of our chamber and large ensembles, opera and musical theatre programs.
- To maintain a robust cohort of music education majors in all sub-disciplines.
- To provide opportunities for BA students who meet standards of admission to reach their goals.

Applied faculty are expected to work individually and together with their departments to populate their studios and ensure that there are students to fulfill the requirements of the various ensembles in the College. Music Education faculty are expected to work together to recruit students in the music education programs. Faculty in Musicology and Music Theory also work to ensure that their respective degree programs are populated appropriately. Faculty are responsible for being aware of current NASM guidelines around recruitment.

Faculty Workload Policy

Distribution

The normative distribution of work effort for TTT faculty at the College of Music is:

Teaching 40%
Scholarly/Creative work 40%
Service 20%

Teaching Professor-track faculty are engaged in a variety of teaching roles within the College; the specific nature of their teaching loads and responsibilities shall be established on a case-by-case basis. A standard of three three-credit lecture-discussion classes per semester shall serve as a guide. For Teaching Professor-track faculty, the workload is typically:

Teaching 80%
Service 20%

Teaching Professor-track faculty are encouraged to engage in professional activities. In consultation with the Dean, they may have a portion of their workload assigned to Scholarly/Creative work. See Parts II and III of these Bylaws for further information.

Lecturers are appointed on an ad-hoc basis, to ensure that curricula meet student needs. Lecturers are primarily hired for teaching duties, but some departmental service may also be included as needed. Lecturers are not considered to be members of the Primary Unit (q.v.).

Differentiated Workload Policy

Faculty who find that their administrative assignments are significant (for example, Associate Dean appointees) or who wish to undertake particularly substantial research, creative activity, or teaching assignments may, with the consent of the Dean, be assigned differentiated workloads, tailored to individual interests and capacities. Such adjustments are normally for fixed periods, although they may be renewed and are made in writing with the advice and consent of the appropriate department chair. Some Teaching Professor-track faculty may also adjust their workload formula to include scholarly/creative work or a heavier than usual Service component in their assigned workload, with the consent of the Dean.

Teaching Load Policy

Given the varying nature of the teaching duties in music, which include classroom instruction, ensemble conducting and individual instruction (or some blended combination thereof), teaching loads shall be established on a case-by-case basis. The following standards shall serve as a guide:

- **Research Faculty**
TTT Music Education, Music Theory and Musicology faculty shall normally teach two three-credit lecture-discussion classes or the equivalent, per semester. Teaching Professor-track faculty shall normally teach 3 three-credit lecture/discussion classes each semester or the equivalent. Research faculty typically have significant additional responsibilities in the area of thesis/dissertation advising.
- **Applied, including Conducting, Composition and Jazz Studies Faculty**
Faculty in these disciplines typically teach 18 contact hours per semester, which conforms to NASM norms. However, classroom teaching responsibilities may result in blended teaching loads. Six one-hour individual lessons are equal to one three-credit lecture/discussion class. Chamber music coaching and studio classes, as the applied lesson load permits, may also be included in the lesson count.

Applied, conducting, composition and jazz studies faculty may also have blended loads combining ensembles coaching/rehearsing and classes with applied teaching. The weighting of conducted ensembles varies, depending on the contact hours and the size and scope of the ensemble.

Although a full applied studio load is typically 18 contact hours weekly, it is understood that the total number of applied students may fluctuate from one semester or year to the next. Faculty may count 1 contact hour per week for undergraduate students enrolled for 3 or 4 credit hours and .5 contact hours per week for undergraduate students enrolled for 2 credit hours. Faculty may count 1 contact hour per week for graduate students enrolled for 2 or 3 credit hours and also for graduate students in the semester that they are completing TMUS projects. In addition, faculty may count 1 contact hour per week for studio classes. Faculty whose studios are below 18 weekly contact hours will normally engage in other teaching duties, such as a classroom assignment or chamber music coaching.
(Further guidance related to teaching can be found in Part VIII of these Bylaws).

Course Buyouts

The College of Music values the synergy between research, creative work and teaching and therefore does not encourage the use of course "buy-outs" to reduce a faculty member's annual teaching course commitment in order to expand time available for duties outside of teaching. However, in rare instances requests for course buy-outs can advance the institution and will be considered for faculty members who undertake time-consuming research or creative activities that benefit both the individual and the campus as a whole. In such circumstances, a faculty member can formally apply for a buyout at least one semester in advance.

The application shall include a description of the scholarly work or creative activity to be undertaken and a rationale for taking a course reduction to complete the project. All course buyouts require prior approval from the Dean. The College's instructional needs must be met as the first consideration in any decision as to when a course buyout may occur. During the semester in which the buy-out has been approved, the faculty member is expected to meet all service obligations, as well as student committee and advising responsibilities.

The cost of a one 3 CR course (or the equivalent) buy-out to the faculty member, if approved, shall be 10 percent of the gross annual base salary of the faculty member who proposes it, in order to cover both the salary and benefits of the replacement instruction.

Departmental Organization

The College of Music comprises the following departments, centers and programs (The College of Music uses "department" as a working term to reflect the organization of its academic programs.)

- Brass and Percussion
- Conducting
- Jazz Studies
- Music Education
- Musicology
- Piano and Keyboard
- Strings
- Theory and Composition
- Voice, Opera and Music Theatre
- Woodwinds

Centers

The following centers are based in the College of Music. These centers have been granted campus-level authorization by the Academic Review and Planning Advisory Committee and the Research and Innovation Office. This authorization must be renewed every seven years:

- American Music Research Center
- Entrepreneurship Center for Music

Programs

The following freestanding program is based in the College of Music:

- Musicians' Wellness Program

Department Chairs

Terms of Office

Department Chairs are elected by the faculty within their departments, normally to a three-year term. Elections shall occur in the final year of the incumbent's appointment.

Responsibilities

Chairs and Directors (individually or collectively as members of the Leadership Council) may periodically make recommendations to the Dean on budgetary priorities, including hiring priorities. Such recommendations may address both short- and long-range needs, as well as the budget process itself. Chairs and Directors also:

- Provide leadership in the activities and development of the department.
- For faculty within the department undergoing review for reappointment or promotion, provide the PUEC with a written evaluative summary on behalf of the faculty after receiving input from members of the department.
- Schedule and preside over departmental meetings. Departments are expected to meet at least four times per semester.
- Submit schedules of course offerings as requested, amended as necessary.
- Coordinate or delegate the coordination of all jury and performance examinations (performance departments).
- Assign, supervise and evaluate graduate teaching assistants (or delegate this responsibility), especially in the areas of teaching effectiveness, appropriateness of repertoire, course content and grading policies and practices.
- Monitor student recruitment efforts by department faculty, strategizing with them to enhance recruiting effectiveness.
- Serve as voting members of the Leadership Council.
- Coordinate or delegate the coordination of merit aid and budget requests.
- Coordinate or delegate the coordination of departmental admissions activities and auditions or interviews, as appropriate.
- Monitor budgetary allocations to the department.
- Coordinate chamber ensemble assignments and grades (or delegate this responsibility), in consultation with the Chamber Music Coordinator, as appropriate.
- Coordinate with the FAC and/or the Dean to provide assessments of sabbatical leave applications and consult with faculty in developing teaching replacement plans.

Center and Program Directors

Terms of Office

Center and Program Directors are appointed by the Dean for an indefinite term of service.

Responsibilities

- Provide leadership in the activities and development of the center or program.
- Preside over center or program meetings and maintain center or program records.
- Review and as necessary, amend schedules of course offerings and submit as requested.

- Assign, supervise and evaluate graduate teaching assistants, if any (or delegate this responsibility), especially in the areas of teaching effectiveness, appropriateness of repertoire, course content and grading policies and practices.
- Monitor budgetary allocations and expenditures, consulting as necessary with the Assistant Dean for Budget and Finance.

Primary Unit (PU)

Function

The PU's function is to review and vote on reappointment, promotion and tenure cases, according to Regent and Office of Faculty Affairs (OFA) processes and procedures; Part II of the Bylaws addresses all policies related to these processes. In order for PU votes to be valid, at least 60% of the members of the PU eligible to vote will need to submit a ballot.

Membership

The Primary Unit consists of all tenured and tenure-track, Artist-in-Residence and Teaching Professor-track faculty holding appointments at 50% or higher in the College of Music.

PU Chair

The Primary Unit faculty shall elect the PU Chair from among the tenured faculty at the rank of full professor for a two-year term. The PU Chair convenes the PUEC and serves as a non-voting member and chair of the PUEC. The PU Chair shall also convene and chair Primary Unit meetings. The PU Chair shall also have a vote in the Primary Unit.

ARTICLE III: COLLEGE COMMITTEES

Dean's Cabinet

Function

The Cabinet serves as a sounding board for the Dean, addressing and enacting various policy and process changes as appropriate, such as modes of communication within the College, budget issues, operational and, when necessary, academic-related issues. Normally the Cabinet will refer items such as curricular changes, academic standards and major policy changes to the appropriate college committee or the PU for consideration.

Membership

Cabinet members are appointed by the Dean. Membership is comprised of:

- The Associate Dean for Undergraduate Studies and Enrollment Management (rostered faculty member)
- The Associate Dean for Graduate Studies (rostered faculty member)
- The Associate Dean for Diversity, Equity and Inclusion (rostered faculty member)
- The Assistant Dean for Advancement (staff position)
- The Assistant Dean for Budget and Finance (staff position)
- The Assistant Dean for Strategic Initiatives (staff position)
- The Operations Manager (staff position)
- The Assistant Dean for Concerts and Communications (staff position)
- The Executive Assistant to the Dean (staff position, ex officio)

Leadership Council

Function

To receive information and updates from the College leadership and disseminate that information to their departmental faculty. Members of the Council also provide agenda items for discussion. The Council's duties include reviewing and

advising the Dean on policies and procedures related to the College's programs and related faculty and student matters.

Membership

The Leadership Council is chaired by the Dean (non-voting) and comprised of the chairs of each of the College's departments (voting), the Associate Deans (non-voting), the Head of the Waltz Music Library (non-voting) a representative from the Collaborative Piano Division (non-voting) and Center Directors (non-voting.)

Attendance

In the event a voting member of the Leadership Council is unable to attend a meeting, they shall, whenever possible, identify a substitute who will assume the equivalent voting authority.

Primary Unit Evaluation Committee (PUEC)

Function

The function of the PUEC is to review and vote on faculty applying for reappointment or comprehensive review, tenure, promotion and post-tenure reviews.

Membership

Membership is determined by a vote of the PU as needed to arrive at an initial total of four: at least two elected from the applied faculty (composition, conducting and performance), at least one from the research faculty (music education, music theory and musicology) and one at-large; these four faculty shall serve two-year staggered terms. Elections are held in the late spring for the following academic year.

Elected members of the PUEC must be tenured and of either Associate or Full Professor rank. Eligible faculty will be determined by nominations from the departments. Upon completion of a two-year term, elected committee members shall not be eligible for service on the PUEC or MEC for the next two academic years.

For each candidate under review for reappointment, promotion and/or tenure, two additional faculty members shall be named, as recommended to the PU Chair by the PUEC. Thus, each tenure-stream faculty member under review shall have its own PUEC, comprising the four elected faculty plus the two selected by the PUEC for their committee.

Each year, one Instructor-track faculty member at the rank of Associate Teaching Professor or higher, as appropriate, shall be appointed by the PU chair in consultation with the FAC to join the PUEC during the spring semester to participate as a committee member on instructor reappointments and/or promotion reviews.

Parts II and III of these Bylaws provide more complete guidance for all aspects of PUEC responsibilities, guidelines and processes for these reviews.

Merit Evaluation Committee (MEC)

Function

The MEC convenes each spring semester to evaluate the accomplishments of all rostered faculty over the course of the prior calendar year.

NOTE: Part II of these Bylaws provides complete information regarding MEC processes and guidelines.

Membership

The MEC shall consist of four tenured faculty members, at least two elected from the applied faculty (composition, conducting and performance), at least one from the research faculty (music education, music theory and musicology)

and one at-large. Upon completion of a two-year term, elected committee members shall not be eligible for service on the PUEC or MEC for the next two academic years. The Committee shall select its own Chair. The Committee shall use the criteria described in Part IX of these Bylaws.

Curriculum Committee (CurCom)

Function

The Curriculum Committee reviews proposals for new or substantial changes to undergraduate and graduate courses and curricula, including undergraduate and graduate summer session offerings and music courses offered through the Division of Continuing Education.

Membership

The CurCom shall be chaired (ex-officio) by a faculty member appointed by the Dean in consultation with the Leadership Council. The CurCom shall be comprised of one faculty representative elected from each department to serve a three-year term. The Associate Deans for Graduate and Undergraduate Studies shall also serve as ex-officio members. Committee members unable to attend are expected to make every effort to identify a departmental colleague who will have equivalent authority. When members are on leave, an interim departmental representative shall be appointed by that department's Chair.

Process

Any member of the faculty may bring a proposal for a new course or curriculum, or substantive change to a course or curriculum for consideration by the Committee. The expectation is that such proposals shall have been discussed and approved within the faculty member's home department or the department where the course or curriculum will reside. Typically, faculty considering a proposal for a new curriculum shall also consult with the Dean prior to submission to the Committee. The Chair of the committee may also keep the Dean apprised of such proposals prior to submission.

Each proposal shall be considered by the full Committee and must pass a first reading, which often includes recommendations for changes. Upon a vote of approval after the second reading, the course or curriculum shall be submitted to the Dean for a budgetary review. New curricula and substantial changes to existing curricula are then presented to the full faculty for consideration and vote. Graduate courses and curricula also require review and approval by the Graduate School. The approval process within the College normally takes a minimum of six weeks; course or curriculum approvals are normally implemented in the academic year following approval.

Academic Policy Committee

Function

To review and update as appropriate, undergraduate and graduate academic policy and procedures. Significant changes in academic policy shall be presented to the full faculty for discussion and vote.

Membership

The Associate Deans for Graduate and Undergraduate Studies shall serve as the non-voting Co-Chairs of the Academic Policy Committee. The Academic Policy Committee shall be comprised of one faculty representative elected from each department, normally to serve a three-year term. Committee members unable to attend are expected to make every effort to identify a departmental colleague who shall have equivalent representative authority. When members are on leave, an interim departmental representative shall be appointed by that department's chair.

Process

Any member of the faculty may bring a proposal for a new or updated academic policy for consideration by the Committee. The expectation is that such proposals shall have been discussed and approved within the faculty

member's home department or the department where the policy shall reside, as appropriate. Typically, faculty considering a proposal for a new academic policy shall also consult with the Dean prior to submission to the Committee. Each proposal shall be considered by the full committee and must pass a first reading, which shall often include recommendations for changes. Upon a vote of approval after the second reading, the policy is forwarded to the Dean for approval. New academic policies must go to the full faculty for consideration and vote. Academic policy approvals shall normally be implemented in the academic year following approval.

Diversity/Equity/Inclusion/Accountability (DEIA) Committee

Function

The committee is charged with developing plans and strategies to improve diversity and the climate for diversity and inclusion and to serve as liaison to the Dean and faculty on all issues related to diversity and inclusion. The Associate Dean for DEI serves as a liaison to the Dean regarding issues of significance raised in committee meetings related to diversity and inclusion.

Membership

Membership is determined by the co-chairs: the Associate Dean for Diversity, Equity and Inclusion and the Diversity and Outreach Coordinator, in consultation with the FAC.

Music Technology Committee

Function

To direct faculty, graduate instructors and staff to available resources, insights and information in support of their teaching, research, creative activity and service duties; to provide expert advice to the College on the selection and implementation of technology products and services that support the instructional, research and creative missions of the College; and to facilitate communication to and from faculty and staff regarding technology decisions at the university level.

Membership

The Chair of the Committee shall be appointed by the Dean; membership shall be populated by the Chair, in consultation with the Dean or FAC.

CU Boulder SoundWorks Committee

Function

SoundWorks presents a curated series of monthly recitals throughout the academic year, highlighting faculty, student and guest composers' works. The committee serves to advise the SoundWorks Artistic Director on new initiatives, programming, scheduling and guests.

Membership

The Chair is appointed by the Composition faculty in consultation with the Dean. Committee members shall be chosen by the Chair in consultation with the SoundWorks Artistic Director. The CU Boulder SoundWorks Artistic Director shall also serve as a member of the Committee.

College Grievance Committee (CGC)

Purpose

The committee shall serve as an advisory body to the Dean on a range of grievances, such as those related to annual merit evaluation, career merit and any other grievances not requiring the involvement of campus or university-level offices such as the Office of Institutional Equity and Compliance (OIEC) or internal audit. The specific responsibilities and procedures for grievances are described in detail in Part V of these Bylaws.

Membership

The College Grievance Committee (CGC), comprised of 3 tenured faculty will be elected by the PU to 3-year staggered terms so that one faculty member is elected each spring semester, with service to begin the following fall. An alternate (tenured) shall also be elected, in this instance to a one-year term. The alternate shall serve as needed to address potential conflicts of interest. Faculty serving on MEC or PUEC will not be eligible to serve on the Grievance Committee.

The committee will elect its own chair and secretary; at the committee's discretion, these two roles may be held by the same person.

Ad Hoc Committees

The Dean has the discretion to create ad hoc committees, task forces, etc., either related to strategic planning or for other focused needs.

PART II: APPOINTMENT, REAPPOINTMENT + PROMOTION FOR TENURE + TENURE-TRACK FACULTY

ARTICLE I: APPOINTMENT OF TTT FACULTY

Search Committee Procedures

Once the Provost has approved a faculty search, the Dean shall appoint a search committee, which shall set forth the job qualifications and define the duties of the position. With the approval of the Dean, search committees may establish job qualifications allowing them to consider candidates without the doctorate, whose professional experiences equal or exceed those typically gained through doctoral studies. The Dean, in cooperation with the faculty search committee, posts the position.

The committee then reviews the applications and recommends finalists to the Dean. Guidance and assistance throughout the search process is provided by the Office of Faculty Affairs, the Office of Human Resources and the College Diversity and Outreach Coordinator.

After the conclusion of finalist interviews, the search committee or its chair shall submit its recommendation to the Dean, who will subsequently respond with a final decision, or may opt to confer with the full committee.

On those rare occasions where consensus cannot be reached between the committee and the Dean, it may be necessary either to interview additional finalists or to reopen the search in a subsequent year, depending upon the nature of the circumstances and the strength of the applicant pool.

The Doctorate

Faculty in the areas of historical musicology and ethnomusicology, music education and music theory shall hold earned doctorates, either at the time of appointment or shortly thereafter, as documented in the Letter of Appointment. The College expects that many faculty in composition, conducting, jazz studies and the other applied performance areas shall hold doctorates as well. However, the College further recognizes that many highly qualified faculty candidates gain significant experience, commensurate with or exceeding that gained through doctoral studies, through professional experiences in music, especially in performance.

Letters of Appointment

In consultation with the search committee, the letter of appointment shall be explicit with respect to doctoral equivalency (if necessary), teaching load, credit for years already served in rank, if any and the schedule for reappointment and/or tenure, in accordance with University regulations. The year of the reappointment review (Comprehensive Review) cannot be changed, per University policy. The search committee, with the Dean, shall determine if completion of an earned doctorate is required. If so, the initial appointment shall be at the rank of Assistant Teaching Professor, with an explicit timetable for completion of the degree stated in the letter. In the case of a hybrid or inter-departmental appointment, the letter of appointment shall be clear as to how the division of teaching and research/creative work will be allocated between affected units and/or departments.

Hires with Tenure

From the Boulder Campus Policy on Appointments with Tenure:

It is sometimes desirable and necessary to offer an appointment with tenure in order to bring qualified senior faculty into an academic unit. In most cases, faculty offered an appointment with tenure will have received tenure at another institution and will thus already have gone through a thorough review of their scholarly and creative work, teaching and leadership and service.

For faculty who have already received tenure at another institution, an expedited review for tenure is conducted (see Article IV below).

When a search committee recommends to the Dean that a candidate should be hired with tenure, the Dean, as part of their review, shall consult with the Faculty Affairs Coordinator and the PUEC, as well as other relevant faculty representatives, before proceeding with the offer of tenure. Such review should generally be limited to three business days. As soon as the contract is signed, the Dean shall notify the FAC and the PU Chair. The expedited review process that shall follow is given in Article IV below.

Mentoring

Pre-tenured faculty are highly educated and qualified individuals who are expected to take responsibility for their professional development, consistent with unit and campus standards for reappointment, tenure and promotion. Nonetheless, mentoring by more senior and established teachers and scholars is an important component in the development of a successful academic career. Consequently, it is important that every new faculty member be provided an opportunity to obtain professional guidance from more senior and accomplished colleagues.

Ongoing mentoring from the departmental chair and colleagues is presumed. Additional mentors are usually invited to serve by the faculty member, but also may be recommended by the Dean, the FAC, or the Department Chair. This policy, mandated for all pre-tenured faculty and strongly suggested for new faculty hired with tenure, is pursuant to the following guidelines: The function of the mentor is to provide support and advice, to become acquainted with the teaching, research/creative activity and service of the faculty member and to provide a written commentary to both the faculty member and the Merit Evaluation Committee (MEC), if requested by the faculty member. These letters are a particularly important part of the dossier when compiled for reappointment or promotion. The Dean retains primary responsibility for providing professional guidance consistent with reappointment, tenure and promotion standards.

Mentor assignments typically last for four semesters and are expected to rotate among the senior faculty. Mentors are expected to be familiar with College of Music standards for reappointment, promotion and tenure. It is the responsibility of the FAC to review these standards each year with all new faculty and their mentors to clarify expectations. Throughout the pre-tenure period, faculty are expected to invite colleagues from a variety of areas within the college to provide written observations of their teaching. It is recommended to have 1–2 letters per year. Such letters also serve as valuable evidence of the teaching record for those faculty applying for promotion to the rank of Professor. Pre-tenured faculty members shall meet annually with the Dean to discuss workloads and goals for teaching, creative work and service for the upcoming academic year. The faculty member has the option of inviting their Department Chair and/or the FAC to this meeting.

Tenured faculty members, while not required, are strongly urged to meet with the Dean and/or FAC on an annual basis to discuss their long-term goals in the areas of teaching, scholarly/creative work and service.

ARTICLE II: POLICY, PROCESS + GUIDELINES FOR REAPPOINTMENT OF TTT FACULTY: COMPREHENSIVE REVIEW

The following steps in the evaluation process are provided in accordance with current guidelines established by the Office of Faculty Affairs, the most recent Regental Policy, APS 1022, found here: <https://www.cu.edu/ope/aps/1022> and College of Music current practice.

The Comprehensive Review (reappointment review) is a mandatory first step for all pre-tenured faculty. This evaluation provides an appraisal designed to identify a candidate's strengths and areas for improvement that allows candidates sufficient time to further develop their record of accomplishment during the time leading up to the application for tenure. The timetable for these reviews is set forth in each letter of appointment, normally in the fourth year in rank. Reappointment is based on a determination as to whether the candidate is considered to be on track for a

successful tenure review. The letter of reappointment may contain recommendations for improvement; such commentary does not necessarily trigger a non-reappointment result, though non-reappointment is also a possibility, in which case a one-year terminal contract shall be offered for the following academic year.

See “Criteria for Promotion and Tenure” in the final part of these Bylaws.

Materials + timetable

During the spring prior to the semester of review, candidates should schedule a time with the the FAC to clarify and review the list of required materials (included below) and deadlines for submission.

By August 15, all candidates for reappointment must submit

1. Current CV
2. Statements on
 - a. Teaching
 - b. Scholarly/Creative Work
 - c. Leadership and Service
3. Examples of recent publications or performances
4. Reviews and citation data, if any, of publications or performances
5. FCQs since appointment
6. Peer observations of teaching.

Candidates may also solicit letters from colleagues; the Office of Faculty Affairs (OFA) suggests that if the candidate wishes to include letters from students and former students, such letters have the greatest credibility if the FAC solicits them on behalf of the candidate. These are then placed in a confidential file.

Confidentiality: Letters and student evaluations submitted directly to the Faculty Affairs Coordinator (FAC) shall be placed in the candidate’s confidential file. If students are unwilling to provide written communication due to a reluctance to express suggested areas for improvement that would then become part of the public record, such input may be provided orally to a PUEC member. At the discretion of the PUEC, such information can then be incorporated into the PUEC report in such a way as to preserve anonymity of the students.

Review sequence

Department Level Consideration of Reappointment

In late August, the chair of the applicant’s department will convene all departmental faculty for a discussion of the candidate’s work in all three areas (with the applicant’s CV and materials accessible to all) and then craft a letter providing the consensus evaluation and recommendation not later than September 15. No vote is taken at this level; rather, wording will indicate whether the faculty are “unanimous” or “in the majority” in their evaluation of each of the three areas of Teaching, Scholarly/Creative Work and Service. The letter shall also make clear any aspects of the record in need of improvement and will state whether the candidate is on track for a successful tenure review, on track when certain aspects of the work improve, or not on track for tenure. If there are substantive concerns raised by members of the department, the letter shall also list and address these. The letter shall also include a recommendation to “Reappoint” or “Not Reappoint.” The Chair’s letter, once signed, will be placed in the applicant’s file, accessible to the candidate and subsequently to the PU.

PUEC Process

The PU Chair will schedule and convene meetings of the six-member PUEC. The PUEC will evaluate the candidate’s record in Teaching, Research/Creative Work and Service as communicated in the applicant’s dossier. In addition, the PUEC may assign a member or members of the committee to observe the candidate’s teaching and/or administer a survey to students in the candidate’s class(es) and/or applied studio.

The PU Chair shall also set aside meeting time for faculty who wish to provide direct input and may also invite various faculty to do so. It is expected that any substantive concerns will be brought to the attention of the PUEC before or at the time of these meetings.

The PUEC will then craft a letter rendering its summary conclusions in each area of activity (Teaching, Scholarly/Creative Work and Service) and make a determination as to whether the applicant is on track for a successful tenure evaluation, concluding with a recommendation to the PU whether to reappoint or to not reappoint. The PUEC will take and record a vote that is advisory in nature. Once signed by all PUEC members, the letter will be forwarded to the candidate and made accessible to the PU at least one week before their meeting.

Primary Unit (PU) Review

- **Discussion**

The PU Chair shall convene a meeting of the Primary Unit for discussion and vote on the PUEC letter of recommendation. All members of the PU are expected to read all the materials in the dossier and to participate in these discussions. PU discussions are confidential, except for the anonymized meeting summary reported by the PUEC. The PU Chair will briefly summarize the letter and lead the PU discussions on whether the candidate is making appropriate progress toward a successful review for tenure and promotion in each of the three areas of Teaching, Scholarly/Creative Work and Service. The PU may wish to include suggestions (or endorse recommendations by the PUEC) regarding areas for improvement, in order for the candidate to be on track for a successful tenure review. Such recommendations need not trigger a negative vote. These processes are separate and distinct from the annual evaluation for merit pay.

- **The Vote**

Only tenured faculty are eligible to vote on Comprehensive Review actions. Casting a ballot is contingent upon the faculty member having read the materials in the file and so informing Executive Assistant to the Dean (EAD). Those who cannot attend shall contact the EAD ahead of the meeting time to arrange for a vote prior to the meeting; voting will close once the meeting is adjourned. A confidential ballot with options to vote "Yes," "No" or "Abstain" on reappointment will be made available to all eligible voters during the meeting.

- **An Addendum** shall then be added to the PUEC letter, which will include a summary of the discussions (recorded anonymously) and a report of the vote. The addendum will be forwarded to the candidate and placed in the candidate's file, with access to all members of the PU.

The Dean's Advisory Committee (DAC)

- **Membership**

The DAC is comprised of CU tenured full professors from outside the College, solicited by the FAC on behalf of the Dean. Typically, the number of DAC members is driven by the total number of comprehensive review and tenure/promotion cases on the agenda in any given AY.

- **Process**

The DAC will review all the materials in the file and then meet with the Dean and/or FAC to discuss each case. The committee will reach its own conclusions as to whether the candidate is "on track" "needs improvement" or "not on track" for a successful tenure review, along with a recommendation "to reappoint" or "to not reappoint." A letter signed by all DAC members shall be forwarded to the Dean and the candidate and then added to the candidate's dossier.

The Dean's Letter

The Dean reviews all the candidate's materials, including letters of recommendation submitted at every level of the review and then evaluates the levels of accomplishment and areas for improvement, if any, with an independent determination as to whether the candidate is on track for a successful tenure review. The evaluation will conclude with a recommendation "to reappoint" or "to not reappoint." Once written and signed, this letter is forwarded to the candidate and subsequently placed in the candidate's file for access by the PU. This concludes the College-level review.

Submission

The entire file is then submitted to the Office of Faculty Affairs, which convenes a Vice-Chancellor's Advisory Committee (VCAC). This committee meets throughout the spring semester, led by the Associate Vice-Chancellor for Faculty Affairs and attended by the Provost. The entire process is concluded when action on the case is taken by the Chancellor.

Appeals

A faculty member who disagrees with the outcome and is considering filing an appeal should contact the Faculty Senate Grievance Committee for further guidance on procedures; the College Grievance Committee is not empowered to consider such appeals. See this link for further information: <https://www.cu.edu/privilege-and-tenure-committee>.

ARTICLE III: GUIDELINES + STANDARDS FOR EVALUATIONS FOR TENURE + PROMOTION

Standards for Promotion to Associate Professor with Tenure

The standards for tenure and promotion to Associate Professor (when applicable) as set by the Board of Regents are as follows: "Tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of Teaching, Scholarly/Creative work and Service (to the university, profession and/or public), demonstrating excellence in either Teaching, or Scholarly/Creative work." (See Regent Policy 5.D.2.(A): <https://www.cu.edu/regents/policy/5>) (For information on meeting this standard, see the "Criteria" section of these Bylaws, Part IX.)

It is important to note that the Vice Chancellor's Advisory Committee (VCAC) defines "excellence" in teaching as extending beyond excellent teaching in the classroom, the studio, or on the podium-The VCAC considers "excellence" in teaching as grounds for a positive review only when there is a record of significant accomplishment above and beyond positive reviews of teaching by faculty and students, in other words, a record of accomplishment that could be considered the equivalent of a national reputation in scholarly/creative work. The CV, for example could include but would not be limited to guest lectures and master classes, major accomplishments of students and former students, national teaching awards, major curriculum design and innovation and in particular, published teaching materials and pedagogical writing. Criteria for a determination of Excellence in Teaching are included in Part V of these Bylaws.

The Timeline for Tenure

Reviews for tenure, as well as for promotion to Associate Professor (as applicable) must be scheduled not later than the beginning of the seventh year in rank, unless clock stoppages have been approved, or the number of years of credit in rank is stated in the letter of appointment. Faculty have the option to apply early for promotion with tenure at any time after the Comprehensive Review is successfully completed, including, in exceptional cases, the possibility of tenure in the same year as Comprehensive Review. A decision to move forward with an early application for tenure is usually made in consultation with the Department Chair, the Dean and/or the FAC. For the successful outcome of an early application, faculty must demonstrate a record of achievement in Teaching, Research/Creative work and Service that is the equivalent of a record expected of a faculty member applying in the normative seventh year.

Standards for Promotion to the Rank of Professor

As established by the Board of Regents, promotion to the rank of Professor is one in which the record of accomplishment, taken as a whole, is considered to have reached a level of "Overall Excellence." {Regent Policy 5.D.3.(C)}. Faculty at the rank of full Professor shall have developed a record of significant contribution to both graduate and undergraduate education, unless curricular or departmental circumstances are limiting in this regard; they shall demonstrate a record since receiving tenure that indicates substantial, significant and continued growth, development and accomplishment in teaching, scholarly/creative work and service. (See the "Criteria" section in Part IX for more complete information.)

The timeline for Promotion to full Professor

OFA guidelines state:

“There is no standard or typical time at which this promotion consideration occurs. For faculty who develop their career along a very fast and steep trajectory, promotion may be considered after as few as five to seven years after the last promotion. For faculty members whose career trajectory is less steep, or whose scholarly work, by its nature, requires a longer period of development, the period between promotions may be a decade or longer.”

Faculty are encouraged to consult with the Dean, Department Chair and/or the FAC at any time and are urged to schedule a meeting with the Dean on an annual basis to discuss goals and objectives. The Office of Faculty Affairs also maintains information on reappointment, promotion and tenure under “Career Milestones.”

Schedule for Submission of Materials for Tenure and/or Promotion

In **March**, the FAC will poll the faculty to learn who among them intend to apply for tenure or promotion and will notify those faculty scheduled for a mandatory review.

By **April 15**, applicants will have consulted with the FAC regarding materials to be submitted and to discuss the review process.

By **May 15**, applicants will have submitted the names of up to 3 External Evaluators (EE's) to the FAC. Faculty are not to contact any prospective External Evaluators (see guidelines for the selection of EE's, below). In addition, applicants should submit names of students and former students whom the FAC can solicit for letters as part of the Multiple Measures of Teaching. As with EE's, faculty members should not contact those students regarding the promotion process.

By **June 1**, applicants will have submitted the following, which will be forwarded to External evaluators (see Part 9 below for guidance on crafting these materials):

1. A current CV
2. Statements on
 - a. Teaching
 - b. Scholarly/Creative Work
 - c. Leadership and Service
3. Examples of recent publications or performances
4. Reviews and citation data, if any, of publications or performances

Faculty are urged to consult with the FAC throughout the development of these materials prior to the submittal of final drafts.

By **June 15** these materials, along with a formal solicitation letter from the FAC and the College criteria for promotion and tenure will be sent to external evaluators who have agreed to provide a letter of evaluation.

By **Aug. 15** Candidates' dossiers should be complete, including the following additional materials in addition to those listed above:

1. FCQ's since appointment
2. Peer observations of teaching (expected for tenure reviews, optional for promotion cases)
3. Examples of course syllabi
4. Letters from colleagues
5. Letters from students/former students (solicited by the FAC and kept confidential)

After Aug. 15 dossiers may be updated as needed.

A letter from the Chair shall be submitted by **Sept. 15** (see section 2, below).

The Tenure and Promotion Evaluation Process

External Evaluators (EE's)

The most significant additional step in tenure and promotion reviews (in contrast to the Comprehensive Review) is the mandatory solicitation of letters from EE's.

Selection Process

(NOTE: Prior to and throughout the selection process applicants shall refrain from communicating with any prospective EE's.)

Evaluators are normally expected to hold tenured positions, generally at peer institutions. For Promotion to Associate Professor with Tenure, EE's must be at the rank of Associate Professor or higher; for Promotion to Professor, EE's must be at the rank of Professor. Some evaluators have the equivalent of such qualifications by having established a celebrated professional career outside the academy. EE's are all solicited by the college. Applicants may recommend three reviewers to the FAC; they may also identify prospective EE's who are to be excluded from consideration due to concerns over bias or conflict of interest. Candidates' mentors are ineligible to participate as EE's, though candidates may solicit them and other colleagues for letters of support. Candidates are urged to consult with the FAC when considering their own solicitation of letters from colleagues outside CU to avoid duplication of the EE selection process. The FAC submits a "Reviewer Key" for the confidential portion of the file that provides an explanation regarding each EE, identifying whether they were recommended by the candidate or by the College, making clear those who decline an invitation to evaluate (if provided) and those whose status requires explanation.

All told, a minimum of six external letters must be included with promotion or tenure dossiers. These letters shall be strictly confidential at every step of the evaluation process and will not be shared with the candidate. (By University policy, The College does not offer external evaluators a stipend for their work.)

Function of External Evaluators

In the solicitation letter from the Dean, EE's are asked to provide an in-depth analysis of the quality, size and scope of the candidate's scholarly/creative work. A thorough evaluation of teaching and service, however, is not expected, though assessment in these areas is welcome. (See Appendix A for examples of typical solicitation letters.)

The remainder of the College schedule and process is similar to the one utilized for Comprehensive Reviews:

Department Level Consideration

In late August, the chair of the applicant's department will convene all members for a discussion of the candidate's work in all three areas (with the applicant's CV and materials accessible to all) and craft a letter providing the consensus view of the departmental faculty. If there are substantive concerns raised by members of the department, the letter shall also list and address these. No vote is taken. For cases involving a review for tenure, the letter will indicate whether the department is "unanimous" or "in the majority" and shall make clear its recommendations as to whether the candidate is to be considered "Excellent," "Meritorious" or "Less than Meritorious" in each area: Scholarly/Creative Work, Teaching and Service and provide a majority opinion regarding a recommendation for tenure and (if applicable) promotion. For cases involving promotion to Professor, the letter shall consider whether the candidate has attained a record of "Overall Excellence" and conclude with a recommendation to promote or not promote. The Chair's letter, once signed, will be forwarded to the candidate and thereafter made available to the PUEC.

PUEC

The PU Chair will convene meetings of the six-member PUEC (see PUEC, "Membership," in Part I) which will have reviewed the applicant's materials and considered the letters from the department chair and EE's. The committee will set aside time to discuss each candidate's Teaching, Research/Creative Work and Service. In addition, the PUEC may assign a member or members of the committee to observe the candidate's teaching and/or administer a survey to students in the candidate's class(es) and/or applied studio.

The PU Chair will also schedule meeting times for faculty to provide their input on the applicant's teaching, the quality and scope of professional activities and service. Any concerns should be brought to the attention of the PUEC before or at the time of these meetings. The committee will then craft a letter rendering its evaluation. For tenure reviews, these will include judgments in each area of activity (Teaching, Research/Creative Work and Service) and conclude with an advisory vote and recommendation to the PU on tenure and if applicable, promotion. For promotion to full Professor, the PUEC will offer a recommendation regarding "Overall Excellence." Once signed by all PUEC members, letters will be shared with the candidate and subsequently made available to the PU, not later than one week before the scheduled PU meeting.

Primary Unit

- Discussion
The PU Chair will convene a meeting of the PU for discussion and vote. All TTT, Instructor-track and artists-in-residence (at 50% appointment or greater) are expected to read the materials in the dossier, to attend the meeting and are encouraged to participate in these discussions. PU discussions are confidential, except for the anonymized meeting summary reported by the PUEC. The PU Chair will briefly recap the recommendation of the PUEC. A member of the PUEC shall serve as a scribe to record a summary of these discussions.
- Voting Eligibility
All tenured faculty are eligible to vote on tenure cases; only tenured full Professors are eligible to vote on promotion to the rank of Professor. Casting a ballot is contingent upon the faculty member having read the materials in the file and informing Executive Assistant to the Dean (EAD). Those who cannot attend shall contact the EAD ahead of the meeting time to arrange for a vote prior to the meeting; voting will close once the meeting is adjourned.
- The Vote
For tenure and promotion to **Associate Professor** reviews, the votes taken shall be as follows:
 - Ballot components are guided by the following OFA guidelines: A vote for "Not Meritorious" in any category, or a vote lacking a rating of "Excellence" in either Teaching or Scholarly/Creative Work means that the vote for tenure or promotion must be recorded as a "No." A vote to "Abstain" in any category indicates that a vote for both tenure and promotion must also be recorded as "Abstain." The ballot is presented as follows:
 - Teaching: "Excellent," "Meritorious," "Not Meritorious," "Abstain"
 - Scholarly/Creative Work: "Excellent," "Meritorious," "Not Meritorious," "Abstain"
 - Service: "Excellent," "Meritorious," "Not Meritorious," "Abstain"

Then, based on these decisions, faculty will proceed to this next portion of the ballot:

- For Tenure: "Yes," "No," "Abstain"
- For Promotion: "Yes," "No," "Abstain"

For promotion to the rank of **Professor**, the PU vote shall be taken based on "the candidate's record, when taken as a whole, demonstrates excellence and continued growth since the time of tenure." The ballot shall read:

- For Promotion: "Yes," "No," "Abstain"

- Addendum
 - The scribe will record the discussion (anonymously) with the results of the vote included and appended to the PUEC letter. The Addendum is forwarded to the candidate and then placed in the file, with access provided for all members of the PU.

The Dean's Advisory Committee (DAC)

Membership and function of the DAC is the same as that outlined for Comprehensive reviews; membership and process are as follows:

- The DAC is comprised of CU tenured full professors solicited by the FAC from outside the College. Typically, the number of DAC members is driven by the total number of Reappointment and Tenure/Promotion cases on the agenda in any given year.
- The DAC will review all the materials in the file and then convene with the Dean to share their findings for each case. Their letter will provide their rationale and include a vote on the same five components as in the PU ballot. Once signed by all DAC members, the letter is forwarded to the Dean and the candidate and then placed in the candidate's dossier.

The Dean's Letter

The Dean reviews each candidate's materials, including all letters submitted at every level of the review. The letter will evaluate the levels of accomplishment in all areas of activity and conclude with an independent recommendation to the VCAC that specifically addresses all five components of the PU ballot in a format similar to the PUEC and DAC letters. This concludes the College-level review. The entire file is then submitted to the Office of Faculty Affairs, which convenes a Vice-Chancellor's Advisory Committee (VCAC). This committee meets throughout the spring semester, convened by the Vice-Provost.

Appeals

A faculty member who disagrees with the outcome and is considering filing an appeal should contact the Faculty Senate Grievance Committee for further guidance on procedures; the College Grievance Committee is not empowered to consider such appeals. See this link for further information: <https://www.cu.edu/privilege-and-tenure-committee>.

ARTICLE IV: EXPEDITED REVIEW PROCEDURE FOR HIRES WITH TENURE

Materials

- Current CV.
- External Letters of Evaluation (minimum of 3; these letters may be the recommendation letters submitted as part of the application. For cases in which the candidate is not already tenured, the full procedure is outlined below).
- Examples of publications and/or creative work (3 are sufficient).

Process

The elected members of the PUEC will meet to evaluate the case on the basis of the College of Music criteria appropriate to the candidate's expertise as enumerated in Part IX of these Bylaws. As part of the PUEC process, the PU Chair will set aside time for members of the search committee and other faculty to provide their input on the applicant's teaching, the quality and scope of professional activities and service. Any concerns should be brought to the attention of the PUEC before or at the time of these meetings. The committee will then craft a letter rendering its evaluation. For tenure reviews, these will include judgments in each area of activity (Teaching, Research/Creative Work and Service) and conclude with an advisory vote and recommendation to the PU on tenure and if applicable, promotion.

Further specifics are found in the OFA document *Boulder Campus Policy on Appointments (Hires) with Tenure: STATEMENT OF PRIMARY UNIT*. This comprehensive statement should include a description of the (a) Scholarly and Creative Work, (b) Teaching and (c) Leadership and Service of the candidate and how those characteristics meet or exceed the unit's criteria for the tenured rank being considered. This statement should also report and explain the department's vote to recommend appointment at the particular rank. If the candidate is being hired at the associate

professor rank, please include votes in the areas of scholarly and creative work, teaching and leadership and service in addition to the vote on appointment (hire) with tenure.

EVIDENCE OF TEACHING COMPETENCE. Please include a summary of whatever materials the primary unit consulted to reach its conclusion that the candidate's recent teaching performance meets the standards for a tenured faculty member at the University of Colorado Boulder.

Voting proceeds as outlined in Article III above. The Dean's Advisory Committee and Dean's Letter are also as in Article III. The completed dossier must be submitted to the Office of Faculty Affairs no later than May 15.

In the case of a candidate not previously tenured, the OFA policy states:

If an offer of appointment with tenure is to be made to an individual who has *not* received tenure at another institution, then the University of Colorado Boulder should initiate a full tenure review process under its policies and procedures. It is important to make a distinction between those who have received tenure elsewhere who will be handled by the expedited procedure described above and those who have not yet received tenure who are therefore still "candidates" for tenure and must undergo a full review. This will include the unit requesting at least six letters from external reviewers through its standard process.

Such cases would therefore be subject to the review process in Article III above.

ARTICLE V: EMERITUS STATUS

From OFA: "According to Appendix A. section E. of CU administrative policy statement [APS 5060](#), Emeritus distinction is awarded to those faculty in the ranks of Full Professor, Associate Professor, Assistant Professor, Principal Instructor, Senior Instructor, or Instructor, upon retirement, who are nominated by their department for this distinction and whose nomination is supported through the usual personnel review process."

Retired faculty, including Teaching-Professor Track faculty at all ranks, may be nominated for Emeritus status. In the spring semester, the FAC will request that department chairs submit nominations of retired and retiring faculty for consideration. Those nominated will be voted on by the PU (yes, no, or abstain) in a scheduled meeting. All members of the PU are eligible to vote. The PU will report the vote. For successful candidates, the PU chair will write a letter to the Dean requesting emeritus status and including the results of the vote. Emeritus status is awarded at the rank the faculty member holds at the time of retirement. The Assistant Dean for Budget and Finance, in their role as Faculty Affairs Liaison, will then transmit the names of the successful candidates and report the vote to OFA.

PART II: APPOINTMENT, REAPPOINTMENT + PROMOTION OF NON- TENURE-TRACK FACULTY

These procedures and policies are based on the latest guidance (dated 2/11/22) from the Office of Faculty Affairs, which can be found here: <https://www.colorado.edu/academicaffairs/titles-roles-appointment-evaluation-and-promotion-non-tenure-track-faculty-teaching-and-librarian>

ARTICLE I: TERM APPOINTMENTS + RENEWAL OF APPOINTMENTS

For a complete explanation of current guidelines, see the following OFA documents:

<https://www.colorado.edu/academicaffairs/titles-roles-appointment-evaluation-and-promotion-non-tenure-track-faculty-teaching-and-librarian>.

Lecturers

Lecturers are hired on a semester by semester or annual basis, when vacancies occur due to faculty leaves or departures, or to provide a limited schedule of teaching. Lecturers are not part of the Primary Unit and are appointed for teaching only. The appointment of a search committee is not required but may be established at the discretion of the Dean. Lecturers may be renewed on a term by term, annual or multi-year basis.

Teaching Professor-track Appointment Procedures, Status, Workloads, Titles

Rostered Teaching Professor-track and Artists-in-Residence faculty are important members of the College faculty community. They contribute, often for a number of years and sometimes over an entire career, to the teaching and service missions of the College; often and in particular Artist-in-Residence faculty pursue their own research or creative work alongside their teaching and service responsibilities.

Search Guidelines

The establishment of a hiring committee is recommended but not required for an appointment to a Teaching-Professor-Track position. The Dean will consult with the appropriate department chair to determine if such is warranted. In all cases, new or vacant positions for instructor will be announced or posted publicly in accordance with CU Boulder Human Resources policies and procedures.

Qualifications

A faculty member appointed to a Teaching-Professor-track position will hold an advanced degree or will have developed an equivalent record through teaching or professional activities.

Appointment contract

The Dean may offer a new appointee a multi-year contract of up to three years, but also has the option to offer a one-year appointment, subsequently to provide a multi-year contract upon satisfactory performance during the one-year appointment. Those who are on multi-year appointments shall be notified at least six weeks before the end date in their letter of offer whether they will be renewed, will not be renewed, or their renewal is still pending.

Status

All Teaching Professor-track faculty appointed at 50% of full load or greater are considered to be members of the University-wide Faculty Senate and members of the College's Primary Unit (PU). They are full-fledged members of their respective departments, participating in shared governance and serving on College and University committees. They are expected to attend all faculty meetings and are eligible to vote on all curricular and policy matters; they are expected to attend PU promotion/tenure meetings and are encouraged to participate in the discussions of any candidate. Though not eligible to vote on TTT cases, Teaching Professor-track faculty who have successfully completed a reappointment review are eligible and expected to vote on Teaching Professor-track reappointments, as appropriate.

Teaching Professor-track faculty are eligible to receive departmental funds in support of their professional development, the same benefits as TTT faculty and are eligible to apply for funding offered by various units on campus, such as the GCAH.

Workload (also addressed in Part I)

The typical workload for Teaching Professor-track faculty is 80% Teaching, 20% Service, although in consultation with the Dean this can be adjusted to accommodate a percentage of work devoted to Scholarly/Creative Activities.

Mentoring

Teaching Professor-track faculty are expected to invite faculty members to serve as their mentors during the initial term of appointment; mentoring is encouraged but not required for subsequent reappointment reviews. Mentors provide written peer evaluations of teaching, which serve the dual purpose of providing feedback and evidence of the quality of teaching for the initial reappointment review. Guidelines regarding the purpose and function of mentors are further described in Article II, below.

Titles

Teaching Professor-track faculty are granted working titles in the Teaching Professor series. The College of Music uses the following working titles for instructor-track faculty:

- **Assistant Teaching Professor**
- **Associate Teaching Professor**
- **Teaching Professor**

Annual Merit Evaluation

Teaching Professor-track faculty shall undergo the same process for annual merit evaluation as the TTT faculty. See Part IV for a full description of this process.

ARTICLE II: TEACHING-PROFESSOR TRACK REAPPOINTMENT

Criteria

All Teaching Professor-track faculty are expected to demonstrate "Excellence" in teaching and at least "Meritorious" in the other components of their workload formula. A rating of "Excellence" for Teaching Professor-track faculty will generally be acknowledged by outstanding performance in the classroom, rehearsal hall or applied studio. To demonstrate a record of "Meritorious" in Service, the faculty member shall at least exhibit participation on departmental and College committees.

Regardless of rank, Instructor-track faculty will undergo a reappointment review during the final year of their reappointment.

Timetable and Summary of Required Materials

By April 25 of the year before the end of their contract, the FAC will alert faculty that they are scheduled for their mandatory initial reappointment review.

By Sept. 15, the following materials must be submitted in final form:

- Current CV;
- Colleagues' written observations of teaching;
- At least two other sources of evidence of Excellence in Teaching (see B.1. above);
- If available, FCQ's since appointment, including the qualitative portions;
- Statements on Teaching, Service and if applicable, Scholarly/Creative Work;
- Samples of Scholarly/Creative work, if applicable.

Well before the deadline, faculty are urged to submit these materials in draft form to the FAC.

The Initial Reappointment Review

Record of Teaching

To provide evidence of a record of “Excellence” in Teaching, faculty shall submit all FCQ results, if available, including the qualitative portions, since appointment. For this initial review, the College also requires written peer evaluations based on observations of classroom teaching, studio lessons, rehearsals or coachings. Ideally these shall constitute a flow of such letters during each semester since appointment (see the section on “Mentoring,” above). Other materials contributing to a record of Excellence in Teaching shall also include at least one of the following:

- Sample course syllabi;
- Letters from students/former students. Faculty are encouraged to consult with the FAC to determine who will solicit them;
- Service on graduate student committees;
- Evidence of new or substantially revised course or curricular content;
- Presentations, workshops, clinics, etc. for CU colleagues’ courses and/or for K-12 and other programs in the region;

NOTE: Evidence of some of the above is usually provided in the CV and/or explained in the Statement on Teaching.

Chair’s Letter

On October 1 the FAC will ask the candidate’s department chair to convene the faculty for a discussion and the unit’s consensus summary of the candidate’s performance and submit a letter recommending “Excellent,” “Meritorious” or “Less than Meritorious” in the categories of Teaching, Service and if applicable “Scholarly/Creative Work, along with a recommendation to reappoint or not reappoint. If there are substantive concerns raised by members of the department, the letter shall also list and address these. The letter shall be submitted not later than November 15.

PUEC Evaluation

Not later than the beginning of the spring semester the PU Chair will convene the PUEC to consider all reappointment cases. In addition to the four elected members, at least one additional member will be added to the committee at the rank of Associate Teaching Professor or Teaching Professor, who shall participate fully in these reviews. The PUEC will evaluate the candidate’s record in Teaching, Service and, if applicable, Research/Creative Work, as communicated in the applicant’s dossier. The PUEC will submit a letter of evaluation to the PU, including an advisory vote on whether to reappoint, concluding with a summary recommendation regarding reappointment. The letter shall be signed by all committee members and copied to the candidate.

Primary Unit (PU) Evaluation

The PU Chair shall convene a meeting of the Primary Unit for discussion and vote. All PU members are expected to read the materials in the dossier and participate in these discussions.

Voting Eligibility

All faculty, both TTT and Teaching Professor-track, who have successfully undergone reappointment at a rank commensurate with or higher than the candidate are eligible to vote. Casting a ballot is contingent upon each faculty member having read the materials in the file and so informing the Executive Assistant to the Dean. A confidential electronic ballot will be distributed during the meeting to all eligible voters. Those who cannot attend shall contact the EAD ahead of the meeting time to arrange for a vote prior to the meeting. Voting will close once the meeting is adjourned.

The Ballot shall include the following voting options:

In favor of Reappointment: “Yes,” “No,” “Abstain.”

Addendum

A scribe will summarize the PU discussion (anonymously) and along with the vote, provide an Addendum to the PUEC letter, which will be forwarded to the candidate and placed in the file, with access for all members of the PU.

The Dean's Review

The Dean, after considering the recommendation of the PUEC and PU and reviewing the contents of the dossier, shall notify the candidate at least six weeks before the expiration of the appointment whether (a) they will be renewed; (b) they will not be renewed; or (c) their renewal is still pending.

In the case of renewal, an affirmative recommendation is then submitted to the Associate Vice Chancellor for Faculty Affairs, copied to the candidate. The Dean will provide a contract of employment to the faculty member for the ensuing term; this concludes the reappointment process.

Subsequent Reappointment Reviews

Teaching Professor-track faculty at any rank who are completing the final year of their second multi-year appointment will undergo an expedited reappointment review, still mandatory in the final year of their contract, as follows:

The Chair of the Department will review the faculty member's file and submit a report to the Dean. If that report finds that the faculty member has been meeting or exceeding expectations, then a new three-year contract may be issued. If the Dean sees the need for a full formal review by the PUEC, that review will then be conducted, as described above.

Subsequent reappointment reviews will alternate between the full formal review and an expedited review, with one exception: Subsequent full formal reviews will require the dossier to include at least three measures of teaching, to include FCQ's (or the equivalent), however peer observation letters are considered optional, rather than required.

Non-Reappointment

See Part V for information regarding the appeal process should the reappointment be denied.

Discontinuation or Non-reappointment

Instructor-track faculty may be discontinued if classes or applied lessons within their area of expertise are no longer needed. In this way, Instructor-track faculty are considered (by the University) to be "at-will" employees. A non-renewal of appointment under such circumstances is not based on the annual merit or reappointment review and is therefore not considered to be a dismissal based on the job performance.

ARTICLE III: TIMETABLE + STANDARDS FOR TEACHING-PROFESSOR-TRACK PROMOTION

NOTE: These Procedures follow the OFA Statement on Instructor Reappointment and Promotion; See:

<https://www.colorado.edu/academicaffairs/titles-roles-appointment-evaluation-and-promotion-non-tenure-track-faculty-teaching-and-librarian>

Although Teaching Professor-track faculty may, as a matter of convenience, seek promotion at the point of regularly scheduled reappointment and contract renewal, they may seek promotion in any academic year after they have met the qualifications for length of service in rank and the primary unit criteria for promotion. In April the FAC will poll the faculty to learn who among them intend to apply.

Timetable and Criteria for Promotion to Associate Teaching Professor

Teaching Professor-track faculty are eligible to be considered for promotion to the rank of Teaching Associate Professor beginning with the sixth year of continuous appointment in rank at 50% or greater. However, this not a mandatory deadline; faculty who believe that they are ready to be considered for promotion at any time during or after their sixth year may consult with their Department Chair, the Dean and/or the FAC during the spring prior to the review year. At the time of appointment, faculty may be granted up to three years' credit based on previous academic service.

Criteria

For promotion to Associate Teaching Professor, the candidate must meet the standard for "Excellence" in Teaching and at least "Meritorious" in Service and, if included in the workload formula, Scholarly/Creative work. For the purposes of a promotion review, "Excellence" carries the expectation that the faculty member has made significant contributions to student learning to the benefit of the College and is an outstanding performer in the classroom, studio and/or rehearsal setting. If mentoring students is expected, an excellent teacher will exhibit a record of mentoring students through applied or research projects; the record may indicate that students benefited from the mentoring experience in other ways. Participation on graduate committees (as appropriate to the discipline) may also be part of the teaching record. Other activities may include new course development or course revision, new approaches to developing the course syllabus, presentations of pedagogical methods at professional meetings, or publication. Faculty shall demonstrate that they are current in their discipline and in their pedagogy. The record of Service will demonstrate continuing involvement in departmental and College committees and may also include service to the profession.

Timetable and Criteria for Promotion to Teaching Professor

Teaching Professor-track faculty must have held the position of Teaching Associate Professor for at least three years, though it typically takes at least five years for faculty to have developed a "record of distinction" in Teaching and Service, to be considered for promotion to the rank of Teaching Professor. See "Criteria," below.

Criteria

For promotion to Teaching Professor, the faculty member should have attained a record of distinction. The record of accomplishment, particularly since promotion to Associate Teaching Professor, shall indicate that the individual has made a major, positive impact on student learning. Impact may be demonstrated through FCQ's, including the qualitative portions and written responses from students solicited by the PUEC. Mentoring of students is typically expected; an excellent teacher will exhibit a record of mentoring students through applied or research projects, or the record may indicate that students have benefited from the mentoring experience in other ways. It may also be demonstrated by evidence of course revision and/or curricular development. Faculty shall demonstrate that they are maintaining currency within their discipline as evidenced by peer observations of teaching and by presentations on pedagogy at local, regional or national conferences in the discipline, should they choose to do so. Achievement of "Distinction" in Service will be demonstrated through continuing involvement in various College committees, which may also include a leadership position (such as chair of a committee), participation on campus-wide committees and may also include service to the profession. Faculty who believe that they have achieved a level of accomplishment commensurate with these standards and contemplate seeking promotion to Teaching Professor are urged to consult with their department chair and/or the FAC in the spring prior to the review year.

Materials for Promotion to Associate Teaching Professor and Teaching Professor

Instructor-track faculty considering promotion to either Teaching Associate Professor or Teaching Professor are encouraged to consult with the chair of their department (who subsequently writes a letter of nomination), the Dean and/or the FAC not later than May 1 in the prior spring semester. The faculty member shall submit the following by Oct. 1:

- An updated CV;
- Statement on Teaching;

- Statement on Service;
- If a part of the assigned workload, a Statement on Professional Activities;
- Letters from students/former students. Faculty are encouraged to consult with the FAC to determine who will solicit them;

The teaching portfolio must speak to multiple measures of exemplary teaching. Therefore, the dossier shall also include:

- FCQ's or the equivalent since the last review;
- Several peer observations of teaching;
- Evidence of Service to the Department, the College or University;

Plus, at least one of the following:

- Letters from students/former students. Faculty should consult with the FAC to determine who should solicit them;
- One or more supporting letters from colleagues (which may be either from within the College or outside the unit or campus);
- Accomplishments of students (if engaged in mentoring);
- Service on student graduate or undergraduate committees;
- Course syllabi;
- Efforts to incorporate diversity and inclusion in teaching;
- Evidence of engaging in substantial course or curricular revisions or creating new ones;
- Guest teaching, for a CU colleague's course, or at K-12 schools in the region;
- Presentations on pedagogy at professional meetings;
- Guest teaching at other post-secondary institutions;
- Publications on pedagogy;
- Any other materials the candidate deems appropriate.
- NOTE: Evidence of some of the above is usually provided in the CV and/or explained in the Statement on Teaching

Promotion to Teaching Professor

For this process, Associate Teaching Professors shall provide evidence of "Overall Distinction" with regard to Teaching and Service. Thus, in addition to at least some of the items listed above, faculty shall also consider submitting any of the following:

- Successful teaching innovations
- Contributions to the scholarship of teaching and learning, such as contributions to local or national workshops on teaching;
- Relevant publications such as textbooks, lab manuals, articles on pedagogy, etc.
- Work that improves teaching across multiple units;
- Papers, posters or presentations on pedagogical topics delivered at conferences;
- Practitioner experience that supplements a teaching career;
- Evidence of mentoring of students.

Examples of Service leading to a record of "Overall Distinction" may include, but are not limited to:

- Leadership and service that has an impact on the unit, school/college, campus and/or national or international communities;
- Outreach to communities and partners beyond the university, including, e.g., non-profits or historically marginalized groups, that draws upon the instructor's expertise;
- Service to the profession.

Review Process

The Chair's Letter

On October 1 the FAC will ask the candidate's department chair to convene the faculty for a discussion and the unit's consensus summary of the candidate's performance. By November 15, the Chair will have submitted a letter of

nomination that reflects the views of the department after an evaluation of the candidate's record, considering whether the candidate has attained a record of "Excellence" in teaching for promotion to Associate Teaching Professor and conclude with a recommendation to promote or not promote. For promotion to Teaching Professor, the letter will consider whether the candidate as attained a record of "Overall Distinction."

PUEC Membership

For promotion to Associate Teaching Professor, not later than the beginning of the spring semester the FAC will convene the PUEC to consider applications for promotion. In addition to the elected members, an additional member at the level of Associate Teaching Professor, Teaching Professor or higher will be added to the committee. Alternatively, a tenured faculty member can be selected to participate.

For promotion to Teaching Professor, a faculty member already holding that rank will be added to the PUEC; if one is not available, a tenured member of the College may be selected. Each candidate may nominate the fifth member. The PUEC will either agree to invite that nominee or decide to invite a faculty member of their choosing. The additional committee member shall participate fully in the review.

PUEC Process

The PUEC will read the materials and set aside time for faculty to discuss the case. The PUEC will craft a letter of evaluation that includes an advisory vote.

The PUEC letter will consider whether the candidate has attained at least a record of "Excellence" in Teaching for candidates seeking promotion to Associate Teaching Professor and conclude with a recommendation to "Promote," or to "Not Promote." Once signed by all 5 members, the letter is then forwarded to the candidate and made accessible to the PU at least one week prior to the PU meeting.

For cases involving promotion to Teaching Professor, the letter will consider whether the candidate has attained a record of "Overall Distinction," with a recommendation to "Promote" or to "Not Promote."

Primary Unit (PU) Evaluation

The PU Chair shall convene a meeting of the Primary Unit, for discussion and vote:

1. The Discussion

The PU Chair shall convene a meeting of the Primary Unit for discussion and vote. All members of the PU are expected to read all the materials in the dossier and to participate in these discussions. The PU Chair will briefly summarize the PUEC letter and lead the PU discussion. PU discussions are confidential, except for the anonymized meeting summary reported by the PUEC.

2. Voting Eligibility

In order to vote for promotion to Associate Teaching Professor, tenure-track faculty must be at the level of Associate Professor with Tenure or higher; non-tenure-track faculty must be at the level of Associate Teaching Professor or higher. In order to vote for promotion to Teaching Professor, tenure-track faculty must be at the level of Associate Professor with tenure or higher; non-tenure-track faculty must be at the level of Teaching Professor. Casting a ballot is contingent upon each faculty member having read the materials in the file and so informing the EAD. A confidential electronic ballot will be distributed during the meeting to all eligible voters. Those who cannot attend shall contact the EAD ahead of the meeting time; voting will close once the meeting is adjourned. Only faculty who are travelling or otherwise indisposed may vote ahead of the meeting; a ballot will be provided ahead of time upon request.

3. The Ballot

For promotion to Teaching Associate Professor, all faculty who hold that rank and all TTT faculty are eligible to vote. The Primary Unit members will consider whether the candidate has met the criteria for promotion and accordingly, ballot will provide the following options:

For Promotion: "Yes," "No," "Abstain."

Similarly, for promotion to the rank of Teaching Professor, all faculty holding that rank and all TTT faculty are eligible to vote. The Primary Unit members will consider if the candidate has attained a record of "Overall Distinction" and accordingly, the ballot will provide the following options:

For Promotion: "Yes," "No," "Abstain."

Addendum

The scribe will summarize the PU discussion (anonymously) and along with the vote, provide an Addendum to the PUEC letter, which will be forwarded to the candidate and placed in the file, with access for all members of the PU.

The Dean's Review

The Dean, after considering the recommendation of the Primary Unit and the contents of the dossier, shall provide an affirmative or negative recommendation, submitted to the Associate Vice Chancellor for Faculty Affairs for review and submission to the Provost and made available to the candidate.

Appeals

Faculty who disagree with the outcome may appeal. See Part V of these guidelines for further information.

Opportunity for a Reduction in Teaching

Faculty members who have completed six years (twelve semesters) in rank at a 100% level of appointment as a senior instructor or principal instructor, are eligible to apply for a differentiated merit formula for one semester. The faculty member must submit a plan with a rationale and an updated CV to the Dean, not later than one year in advance. If granted, the differentiated annual merit formula will reduce the formal teaching responsibilities of the faculty member from three 3-credit courses or the equivalent to two for that semester. The purpose of this annual merit formula adjustment is to allow the successful applicant time to update their pedagogy and instructional and/or clinical skills and to develop new curriculum and/or clinical initiatives. The faculty member on differentiated annual merit formula is expected to remain on campus and serve the campus full-time as otherwise defined by the appointment letter. This opportunity will be contingent upon the availability of funds.

Promotion of Instructors to Tenure-Track Appointments

Instructors can be promoted to Assistant Professors, tenure-track, only under the following conditions:

1. An Instructor applies for and is offered the position, during a national search for an Assistant Professor, tenure-track.
2. A new faculty member is appointed to the rank of Instructor after a national search for at least an Assistant Professor, tenure-track if the doctorate is still in progress. In such cases, the terms and conditions of promotion to Assistant Professor, tenure-track, shall be clearly stated in the letter of appointment, with the concurrence of the search committee.
3. In exceptional circumstances, the Department Chair, with the full support of their faculty, requests the promotion of the Instructor and a waiver of a national search. If funding is available and the Dean concurs, a request is forwarded to the Provost for approval.

ARTICLE IV: PROCESS FOR THE APPOINTMENT OF FACULTY FELLOWS, PROFESSORSHIPS + ENDOWED CHAIRS

Faculty Fellowships, Professorships and Endowed Chairs are created as a result of endowments established by private donors. These endowments are held by the CU Foundation (CUF) and the use of the funds is guided by a Fund Agreement signed by the donor, the CUF and the Dean of the College of Music, which may or may not specify a specific discipline. The intent is to honor a highly productive faculty member with the title, along with a stipend and/or financial support of professional activities. The process is as follows:

- The call for nominations for a Faculty Fellow, Professorship, or Endowed Chair shall go out to the faculty from the Dean, to include parameters with respect to a designation, if any, for a specific discipline. Nominations may come from any member of the College of Music faculty, including self-nominations.
- Normally, faculty who are eligible for a Fellowship, Professorship, or Endowed Chair are tenured full professors. Exceptions may result from donor intent and with the concurrence of the Dean.
- Applications will be reviewed by an ad hoc selection committee, comprised of five tenured faculty: three elected from the College of Music (at least one from both the academic faculty and one from the applied faculty, the third member being the recipient of the next highest number of votes, utilizing the entire TTT list) and two faculty or emeritus faculty from the greater CU Boulder campus, appointed by the Dean.
- The Committee shall consider, as part of its review, the letter of nomination, the nominee's Curriculum Vitae, samples of scholarly or creative work. At the candidate's option, letters may also be solicited from faculty colleagues who wish to support the nomination, either by the candidate or the FAC.
- The recommendation to the Dean shall be based on the overall accomplishment and impact the successful nominee has attained in teaching, research/creative activity and service.

PART IV: ANNUAL MERIT EVALUATION + POST-TENURE REVIEW

ARTICLE I: ANNUAL MERIT EVALUATION

Faculty members are evaluated annually; these reviews provide the basis for annual merit salary increases, although additional factors may be used in setting final compensation. Salary increases are typically implemented on January 1 of the following year.

Timetable + materials

All rostered faculty shall complete a FRPA, recording the activities and accomplishments from the prior calendar year in Teaching, Scholarly/Creative Work and Service, not later than Feb 1. An updated CV is also a required part of the process; the CV records a multi-year picture of achievement, whereas the FRPA covers only the prior year. Thus, both are important to the Merit Evaluation Process.

Process

The MEC shall meet in the spring semester, deliberate on faculty ratings and develop evaluative commentary in the areas of teaching, professional activity and service. After the process, the MEC shall meet with the Dean to share its findings and reach full consensus.

The MEC shall base its findings on the record of the prior calendar year through the review of FCQs, the FRPA, any letters from the Department Chair and any mentor letters commenting on teaching, plus any other relevant materials submitted by the faculty member. The MEC may also consider comments and ratings from prior years, as well as any responses to prior MEC ratings from faculty members and at the request of the committee, any additional materials kept on file. These supplemental materials are made available to the MEC to ensure consistency and fairness from year to year in the rating and evaluation process.

Forms Required

Two forms are used as part of the merit assessment and salary adjustment process. The first of these, titled "Annual Merit Evaluation Advice and Comments" is available as a download from the OFA "Merit Assessment" document (par.5): <https://www.colorado.edu/facultyaffairs/faculty-career-milestones/evaluation-and-compensation/annual-merit-assessment>. This form is a confidential working document and is used by the MEC to provide advice to each faculty member regarding their professional performance. The form also provides a performance evaluation expressed as a numeric rating in each of the three areas of the faculty's workload on a scale of 1 to 5, with 5 being the highest.

The second form is titled "Annual Performance Rating Form:"

https://www.colorado.edu/facultyaffairs/sites/default/files/attached-files/faculty_performance_rating_form_2022.pdf).

This is a public document, which summarizes the annual performance overall, with a rating of either "Outstanding," "Exceeding Expectations," "Meets Expectations," "Below Expectations" or "Fails to Meet Expectations." The form also provides the opportunity for comments from the Dean. This rating is shared with the faculty member, who is expected to sign the form. Faculty have the right to append a response to the rating and comments, if any, if they so desire. A copy of this performance rating is placed in the respective personnel file and is subject to disclosure under the Colorado Open Records Act.

NOTE: In accordance with Regent policy, "Faculty who fail to submit a completed FRPA will be evaluated as "below expectations." For further information on annual merit evaluations, see: <https://www.cu.edu/ope/aps/5008>.

Performance Improvement Agreement (PIA)

Regental policy states: “Tenured and tenure-track faculty members who receive an annual performance rating of “below expectations” or “fails to meet expectations” as the result of their annual performance evaluation must participate in developing and implementing a Performance Improvement Agreement (PIA).” This refers to the cumulative evaluation, not to specific areas in the workload.

Usually, PIA’s are established for one year, but if certain deficiencies warrant longer, the PIA may be set up for two years. The campus administration designates an advisor or resource office to provide advice to the faculty member and to the College FAC on best practices and models for PIAs and appropriate benchmarks. PIA’s must be completed and signed by August 15 of the year in which the review occurred.

The next annual merit evaluation following the term of the PIA shall address whether the goals of the PIA have been met.

Extensive Review

An “extensive review” is required whenever a faculty member receives a second rating of “below expectations” or “fails to meet expectations” in any of the evaluated areas within a five-year period (see APS 5008, Section I; link provided above).

Appeals

See Part V of these Bylaws for information.

ARTICLE II: POST-TENURE REVIEW (PTR)

NOTE: The policy and processes for PTR are guided by the OFA Advisory dated February of 2021, which can be found here: <https://www.colorado.edu/facultyaffairs/career-milestones/post-tenure-review>)

The PTR process begins at tenure with the first review occurring five years after the faculty member is continuously tenured and recurs at five-year intervals unless interrupted by a promotion review. Promotion serves to restart the PTR clock.

While in typical circumstances reviews are expected to take place every five years, when it is in the best interests of the individual and the campus, faculty may submit a petition to delay the post-tenure review for up to one year. Any such delays are contingent upon approval by the Dean and the Associate Vice-Provost for Academic Affairs.

Timetable and Materials

The call for materials will go out to all PTR candidates by Dec. 1 of the review AY. Faculty will have until February 15 to provide the following:

1. Professional Plan for the upcoming five-year period (the form is available from the OFA website; see “Professional Plan” in the OFA Directory, available for download).
2. An updated CV (NOTE: Both the CV and the FRPA represent the record of accomplishment required).
3. FCQ’s, if available, covering all semesters since the prior review.
4. A one-page reflection on the previous five-year plan, if applicable.

The Dean’s Office will also make available to the PUEC the following materials:

1. Annual merit reviews and any associated materials from the past 5 years.
2. Professional plan from last cycle (if any).

The Process

By March 1, the PUEC shall typically begin its review of these materials and craft a summary report that addresses the candidate's teaching, professional activities and service and assigns individual ratings for each of these areas, as well as an overall evaluation rating of either "Outstanding," "Exceeding Expectations," "Meeting Expectations," "Below Expectations," or "Fails to Meet Expectations." Faculty who are evaluated as "Meeting Expectations" or higher can consider the review to have been completed. Faculty who receive ratings of "Below Expectations" or "Far Below Expectations" in teaching, professional activities, or service shall be required to undertake a further level of review. The committee then submits the report to the faculty member for review; the faculty member reviews the report, signs it and has the option to append comments. The FAC forwards the report and any comments to the Dean and a copy of the report is placed in the faculty member's personnel file. The FAC submits a Report to the Office of Faculty Affairs summarizing all PTR results for the year, along with each of the PUEC evaluation letters.

As stated in the OFA Advisory: "Faculty members who fail to participate in any aspect of the post-tenure review process, as required, may be subject to sanctions."

The Performance Improvement Agreement (PIA)

Faculty members who receive an evaluation of "below expectations" or "fails to meet expectations" in any of the evaluated areas, must develop a plan and implement a written PIA. The faculty member develops a PIA in consultation with the FAC, PU Chair or Dean that includes specific goals, timelines and benchmarks that will be used to measure progress at periodic intervals. Usually, PIA's are established for one year, but if certain deficiencies warrant longer, the PIA may be set up for two years. The campus administration shall designate an advisor or resource office to provide advice to the faculty member and to the FAC on best practices and models for PIAs and appropriate benchmarks. The next annual merit evaluation following the term of the PIA shall address whether the goals of the PIA have been met.

The OFA policies and procedures for mandatory reviews can all be found in the document cited at the top of this Article.

PART V: GRIEVANCE + APPEALS PROCEDURES

ARTICLE I: GENERAL PROCEDURES

College Grievance Committee Responsibilities

The College Grievance Committee (CGC) provides recommendations to the Dean; under current university and regental policy it is authorized only to consider the following:

- Appeals regarding career salary, including equity issues, or the annual merit salary increases;
- Annual merit evaluation appeals;
- Post-Tenure Review appeals;
- Dean compliance grievances (actions taken or not taken by the Dean);
- Other matters, including equity issues, as may be assigned by the Dean for which there is not another applicable, specialized process and procedure.

In Article II, specific procedures for each of the above are provided.

Conflicts of Interest Protocols

- Members of the CGC directly involved in any matter underlying a case shall not participate in assessing it.
- CGC members may not participate in assessing any cases involving colleagues within their departments.
- CGC members are excluded from participating in assessing any case involving colleagues with whom they have a personal relationship.

If any member of the CGC must be replaced due to a conflict of interest, the alternate will serve. If there is a further conflict of interest, depending on the identity of the respondent, either the Dean, the FAC, or one of the Associate Deans, in consultation with the remaining committee members, shall determine and appoint the appropriate substitute.

Procedures

1. By university policy, grievance cases must begin with attempts to resolve issues through informal discussions among the appropriate parties. Once all such avenues for resolution have been exhausted, it is then appropriate for the faculty member to consider filing a formal grievance or appeal, as applicable. Faculty are urged to first consult with the Faculty Affairs Coordinator (FAC).
2. Once that step has been taken, a faculty member may then submit in writing their grievance or appeal request to any member of the CGC, detailing the nature of their complaint and the requested outcome. After receiving a formal complaint or appeal that the CGC is authorized to consider, the CGC will access all materials it deems appropriate for its evaluation and will then meet to discuss the case. The committee may also, at its discretion, meet separately with the parties involved. The CGC reserves the right to conduct these meetings sequentially during the same day, or at its convenience.
3. The CGC shall provide a written assessment to the grievant, signed by all committee members and copied to the Dean, not later than six weeks after the CGC has confirmed it will review the case. The assessment will include a recommendation regarding what action should be taken, the substance of any dissenting opinions, a summary of the materials that were considered and the reasoning used by the committee to reach its recommendation. The CGC does not make final decisions. After the assessment has been submitted, the work of the CGC is concluded.
4. The Dean will make a final decision within two weeks of the receipt of the CGC assessment, copied to the CGC members. For important details, see the "Specific Appeals Procedures" in Article II, below.
5. As part of its professional responsibilities, members of the CGC will maintain confidentiality before, during and after its deliberations on cases. They will generally refrain from further discussion of the case with the submitting faculty member, or any other faculty, after their assessment has been submitted. However, the CGC may discuss cases with those who have a need to know in order to do their work for the university, for example, when identifying and gathering appropriate information to consider the case and in addressing any questions or concerns from the Dean or other administrators.

ARTICLE II: SPECIFIC APPEALS PROCEDURES

Denial of Reappointment, Tenure or Promotion

In accordance with university policy, the CGC will not consider cases regarding denial of reappointment, tenure or promotion of TTT faculty, which are addressed under Regent laws and policies (see <https://www.cu.edu/regents/policy/5>). A TTT faculty member who disagrees with the outcome can file a grievance with the Faculty Senate Grievance Committee, formerly known as the Privilege and Tenure Committee; see: <https://www.cu.edu/privilege-and-tenure-committee>.

Denial of Teaching-Professor-Track Reappointments

- A non-reappointment due to a lack of further need for the teaching in the Instructor's discipline (such as low or zero enrollment, course or program discontinuance) is not considered a dismissal. Any faculty member who disagrees with such a decision may engage in discussions with the relevant department, the FAC or the Dean. Such a case will not be considered by the CGC.
- The following is taken from: <https://www.colorado.edu/academicaffairs/titles-roles-appointment-evaluation-and-promotion-non-tenure-track-faculty-teaching-and-librarian> (Section III.L.):

The Dean shall notify the Instructor at least six weeks before the end date in the letter of offer whether (a) they will be renewed; (b) they will not be renewed; or (c) their renewal is still pending.

Faculty who disagree with such a decision may engage in discussions with the Dean, the Department Chair and the FAC, but the last level of review of an appeal of non-renewal is the Dean, who (by University policy) serves as the final authority in cases of appeal of non-renewal of appointment of rostered Teaching Professor-track faculty, including Artists in Residence and Scholars in Residence. (Same document, Section 8.f.); The CGC is not authorized to hear appeals on non-reappointment.

Merit Evaluation Appeals

Faculty who disagree with their annual merit performance rating may, after exhausting all informal discussions with the Dean, file a formal appeal with the CGC, not later than the first day of the fall semester. The CGC will then be provided access to all relevant materials and provide a written report to the complainant, copied to the Dean, by Oct. 1. The Dean shall take the recommendations or conclusions of the CGC under advisement and render a written decision by Nov. 1. That concludes the College level grievance process. A faculty member who does not believe that a satisfactory resolution has been reached may consider whether their case qualifies for a grievance to the Provost's Advisory Committee. See the Academic Affairs Policy and Procedure "Provost's Advisory Committee on Faculty Grievances": <https://www.colorado.edu/academicaffairs/policies-customs-guidelines/provosts-advisory-committee-faculty-grievance>).

Annual Merit or Career Salary Appeals

A faculty member who disagrees with their level of compensation, whether career salary or the annual merit increase, may register an appeal if discussions with the Dean do not provide a mutually agreeable outcome. The appeal shall be submitted in writing to the CGC not later than the first day of classes in the following fall semester. The CGC shall complete its findings with a recommendation to the Dean, copied to the grievant not later than October 1. The Dean may then consider what actions if any are judged appropriate, communicating that decision in writing within two weeks. Faculty who conclude that their grievance has not been resolved at the College level may consider whether their grievance qualifies for an appeal with the campus Salary Equity Appeals Committee. For more information and guidelines see: <https://www.colorado.edu/facultyaffairs/faculty-career-milestones/evaluation-and-compensation/salary-and-equity>.

Post-Tenure Review Appeals

Faculty who receive a rating of "Below Expectations" or "Fails to Meet Expectations" and do not agree with that finding may, in consultation with the FAC, appeal that rating to the PUEC. Appeals must be submitted in writing not later than the first day of the following fall semester to the members of the PUEC who signed the evaluation during the prior spring semester. That PUEC shall reply in writing by October 1. If the complainant disagrees with the PUEC response, an appeal can be submitted in writing to the CGC, but not later than October 15. After a review of all the materials, the CGC shall respond in writing to the complainant by December 1. The CGC decision will be considered final. If the appeal is denied, the faculty member will proceed with developing a Performance Improvement Agreement, not later than January 31.

Dean Compliance Grievances

If the faculty member believes that the Dean, in taking or failing to take some action has violated College, CU Boulder or Regent Policy, or failed to rectify an improper application of any portion of an evaluation process within the College, the faculty member and the Dean must work promptly in good faith toward informal resolution. If, after ten (10) working days an informal resolution is not achieved, the faculty member may submit a grievance to the CGC, following the protocols in Article I.B. above. Faculty who conclude that their grievance has not been resolved at the College level may consider whether their case qualifies for filing an appeal with the Provost's Advisory Committee; see Academic Affairs Policy and Procedure, "Provost's Advisory Committee on Faculty Grievances:"

<https://www.colorado.edu/academicaffairs/policies-customs-guidelines/provosts-advisory-committee-faculty-grievance>).

Discrimination, Harassment, Sexual Misconduct or Related Violations

The CGC is not authorized to consider grievances regarding protected class discrimination, harassment, sexual misconduct, related retaliation or other forms of prohibited behavior that fall under the authority of the Office of Institutional Equity and Compliance (OIEC). (See: <https://www.colorado.edu/oiec/policies>.)

All concerns regarding protected-class discrimination, harassment, sexual misconduct, or related violations, including those observed or reported to a faculty member or administrative leader, in accordance with university policy, are required to be reported to the Office of Institutional Equity and Compliance. See

<https://www.colorado.edu/policies/discrimination-harassment-policy> and <https://www.colorado.edu/oiec/>.

Conflicts with a Colleague

The CGC is not authorized to address concerns about unprofessional conduct. Such concerns are addressed under Academic Affairs Policy and Procedure; see: <https://www.colorado.edu/facultydevelopmentandsupport/faculty-relations/professional-rights-and-responsibilities-prr>.

Colleagues who experience a conflict that cannot be resolved informally within the College are urged to seek the assistance of the Ombuds Office. See <https://www.colorado.edu/ombuds/> for further information. Note that any concerns about unprofessional conduct will not be considered by the CGC (see Part V.A. above).

Sanction Appeals

A faculty member who has received a sanction under the Academic Affairs Professional Rights and Responsibilities of Faculty Members policy and procedure (PRR) has the right to appeal that sanction utilizing the process:

<https://www.colorado.edu/facultydevelopmentandsupport/faculty-relations/professional-rights-and-responsibilities-prr>

PART VI: SABBATICAL LEAVES, FACULTY + STUDENT TRAVEL

ARTICLE I: SABBATICAL LEAVES

The following section intends to closely follow the policies in the OFA titled "Sabbaticals," to be found here:

<https://www.colorado.edu/facultyaffairs/career-milestones/leaves-and-sabbaticals/sabbaticals>

Tenured members of the faculty shall be eligible to apply for a sabbatical assignment after six years of service to the University. Faculty are expected to use the sabbatical assignment in a manner that will enhance their scholarly and/or teaching abilities and potential for service to the University, in addition to advancing departmental and College goals. A sabbatical is a privilege granted by the University for the advancement of the University, subject to the availability of resources. A sabbatical assignment is an important tool in developing academic scholarship and is a time for concentrated professional development.

Timetable

Tenured members of the faculty shall become eligible for sabbatical leave after six years of service to the University (i.e., in the seventh year). To be eligible for a subsequent sabbatical, a faculty member must serve for at least six additional years (twelve semesters), counting from the semester in which the sabbatical commences. Leave without pay shall pause the sabbatical clock to the nearest full semester.

Applications are due in the FAC's office no later than November 1 for sabbaticals beginning in the subsequent Academic Year.

The Application

Sabbatical Leave Plan

Faculty members applying for sabbatical leave must complete the sabbatical application form (available on the OFA website) and provide an up-to-date CV. Each plan must be approved by the Department Chair and the Dean prior to submission to the OFA. The plan must provide detailed information as follows:

- Describe the project's academic objectives, including its contribution to faculty member's professional growth and expertise.
- Provide a clear work plan.
- Demonstrate the congruence of the proposal's objectives to the academic and/or pedagogical goals of the Department and to the College.
- Specify its contribution to enhancing the University's reputation.
- Describe its contribution to the educational experience of the students.
- Briefly state the efforts at applying for external funding in support of your leave.
- Include an assessment by the Department Chair, or FAC in the case that the department chair is applying and a Teacher Replacement Plan.

Teacher Replacement Plan

A critically important part of a successful application is the crafting of the Teacher Replacement Plan (TRP), designed to achieve two important goals: It shall meet the needs of the students and must be financially sustainable. To that end the College process is as follows:

- The applicant shall consult with the Department Chair and the Associate Deans for Graduate and Undergraduate Studies, as applicable, to develop a TRP, including a proposal for graduate student committee substitution, if needed.
- The AD's then review the TRP.
- The AD's forward it to the Assistant Dean for Budget and Finance who can assess the expenses and if necessary, consult with the Dean and Associate Deans.
- After the budget review, the AD's return the TRP to the applicant.
- The applicant submits the application, including the TRP, to the department chair or FAC for a written assessment and endorsement of the sabbatical leave.
- The plan is then signed and forwarded to the Dean for final approval.

NOTE: Faculty are urged to consult with the FAC when a draft of the form has been completed.

Role of the Dean

The Dean shall be responsible for ensuring that the Sabbatical Leave Plan meets all College and University expectations; the Dean may deny a sabbatical leave in a given year if funding is not available in the College, or if the record of accomplishment does not reveal a suitable quantity and quality of professional activities or teaching since the last sabbatical. If applicable, the CV must demonstrate that faculty have substantially met the academic goals stated in their previous sabbatical plan(s). Furthermore, if two or more members of a Department simultaneously become eligible for a sabbatical it may be necessary to limit the number of sabbaticals in the unit; selection shall be based on the quality of the sabbatical plan, its immediate relevance to unit goals and the length of time since the applicant's last sabbatical. The Provost has the power to resolve special problems of eligibility. Once the Dean approves a sabbatical leave, the College-level process has been completed.

Next Steps

Successful applications are forwarded for review by the OFA. If approved, the application is forwarded to the CU Vice-President for Academic Affairs for review and finally, to the Board of Regents.

Compensation

Remuneration for the sabbatical assignment for a full-time faculty member shall be full salary for one semester or half salary for two semesters.

External Funding

The following is quoted from CU System policy: "External Funding. Faculty members applying for sabbatical assignments shall apply for external funding (such as fellowships, grants, or clinical work) when appropriate. The total university salary to the faculty member, from sabbatical pay and any contract or grant administered through the university, shall not exceed university limits. There is no restriction on additional non-university income, subject to the faculty member satisfying the duties of the sabbatical plan and any contract/grant requirements.

<https://www.cu.edu/ope/aps/1024>).

Leave without pay shall pause the sabbatical clock to the nearest full semester.

Substantive Change

If a faculty member on sabbatical assignment finds it necessary or desirable to substantially alter the work plan or academic objectives of the sabbatical project, they must inform the Department Chair and Dean in writing as soon as possible of the reasons for the proposed change and secure the Department Chair's and Dean's written approval for the revised plan.

Faculty Commitment

In accepting a sabbatical assignment, the faculty member shall agree to return to the University for at least one year thereafter. In case the faculty member is responsible for terminating their connection with the University within the period of one year after expiration of the sabbatical, the individual shall refund the sabbatical remuneration to the University on a prorated basis, except in exceptional circumstances, including permanent disability or death, wherein neither the individuals nor their heirs shall be obligated to refund any part of the amount paid while on sabbatical.

Sabbatical Leave Reports

During the first fall semester after returning to regular duties, the faculty member must submit the post-sabbatical report form to the FAC (available on the OFA website), not later than November 1, explaining their work and accomplishments during the leave. Copies of the plan and the report shall be kept on file in the Dean's office and a summary report of all sabbaticals shall be submitted to OFA and then forwarded to the Board of Regents.

Subsequent Sabbatical Leaves

To be eligible for subsequent sabbaticals, faculty members must demonstrate that they substantially met the academic goals stated in their previous sabbatical plan.

ARTICLE II: FACULTY + STUDENT TRAVEL POLICIES

Policy

Based on the recommendation of the College of Music's Leadership Council, the College shall observe and adhere to the University's stated policy related to faculty absences from campus for professional activities. This policy applies to all faculty members; however, it does not apply to faculty on leave or sabbatical. The purpose of this is not to discourage appropriate travel; rather, it is intended to ensure that students and colleagues are well informed about upcoming absences and that plans for coverage of missed activities have been fully implemented.

Per University guidelines, all domestic and international travel must be approved prior to booking a trip or having a trip booked for a faculty member by an outside entity. To facilitate this pre-approval, faculty must submit a Concur Request prior to booking travel conducted for university business.

Additional approval is required if driving instead of flying. Please consult the College of Music travel webpage for more information (see the dropdown "Travel restrictions").

It is expected that faculty shall not be absent from classes except in cases of illness, personal emergency, religious observance, or when the absence is desirable to meet professional responsibilities.

Faculty who are absent from the campus because of travel for five contiguous working days or fewer in a semester do not need permission from the Department Chair or the Dean. The faculty member is nevertheless responsible for ensuring that all classes and rehearsals are covered and that other professional obligations (such as committee meetings and undergraduate advising duties) are fulfilled. In such cases, the faculty member is required to inform the Department Chair well in advance of the absence.

Faculty will attach a document to their Concur Request that explains how they plan to cover classes and other professional obligations during their absence. The Dean is the default approver for all Concur Requests submitted by our faculty.

Faculty who are absent from campus because of travel for more than five contiguous working days but not more than a total of ten working days in a semester, must inform the Department Chair in writing of the proposed absence and must obtain prior written permission both for the absence and for the arrangements made to cover classes, advising, etc. The faculty member must also obtain prior written permission from the Dean. Permission in both cases is obtained through the Concur Request process. The faculty member must add the Department Chair to the approval flow in addition to the Dean as the default approver. Faculty will attach a document to their Concur Request that explains how they plan to cover classes and other professional obligations during their absence.

For proposed absences of more than a total of ten working days overall in a semester because of travel, the faculty member shall inform both the Department Chair and the Dean in writing of the proposed absence and proposed arrangements to cover teaching, advising and other responsibilities. Both the Chair and the Dean must approve such

absences and arrangements in advance of travel. This approval should occur in conversation with the department Chair and Dean prior to submitting a Concur Request. If approval is granted, then permission will be formalized through the Concur Request submittal process as outlined above.

If the faculty member traveling is a Department Chair, requests for absences should be sent directly to the Dean by submitting a Concur Request as outlined above.

If a faculty member is to be absent from campus during a final examination period, they shall obtain the prior approval of both the Department Chair and the Dean and then submit a Concur Request as outlined above.

Student Group Travel and Touring Policy

The following communications and timeline procedures are to be followed by faculty supervising any organized travel whenever a College of Music activity requires students in groups of any size to be away from campus, whether for a single day or overnight. Students who are attending conferences or engaging in other travel organized by faculty for one-day or multi-day runouts shall follow the same procedures regarding communications policies. Such travel includes, but is not necessarily limited to:

- Conference performances;
- Presentations given by COM students;
- Large ensemble tours;
- Conference attendance;
- Outreach performances.

Touring Periods

Large ensemble tours (multi or single-day) shall be limited to the days immediately preceding Spring Break and may continue into the break. Tours may also be scheduled at other times when classes are not in session, such as in early January, in May after commencement, or outside of these dates with the Dean's approval.

Communications Protocols

Faculty tour leaders, faculty ensemble supervisors and faculty serving as collegiate chapter supervisors shall be the primary communicators within the College of Music for these trips. However, students must be the primary communicators with all class instructors, both within and beyond the College of Music as outlined in this policy. Students shall also be responsible for communicating directly with faculty when events such as graduate school or other career-related auditions require absence from campus.

Procedures

1. The steps to complete prior to the event being scheduled are as follows:
 - Review the master calendar of events for the College of Music to ascertain that no other events are occurring that would create conflicts for students, faculty, facility use, or the campus (i.e., home football games; scheduled large ensemble performances, etc.).
 - Propose travel activity to the Dean for review and approval.

NOTE: The Dean may require an additional step to include proposing and discussing the travel event opportunity to the Dean's Cabinet when the time away from campus exceeds one day.

2. Steps to complete after travel has been administratively approved:
 - Ideally, student travel shall be announced to all College of Music faculty by the end of semester prior to travel. In any case, notification must take place not less than two weeks in advance of the travel date. The announcement will describe the upcoming event, including the dates/times during which students will be away from campus. A personnel list of the students involved in the event must also be provided in-the announcement.

- The faculty supervisor or director shall provide travel letters to student-participants in advance, outlining the details of the travel, making clear that students are responsible for providing this information to each of their course instructors. Travel letters must clearly state that students are responsible for making up any work missed during the travel period, rescheduling, or securing substitute performers as required by the instructor and that students are being asked to be excused on days absent for an approved COM travel event.

NOTE: The following exception applies: The athletic bands (marching, basketball pep bands) will not know details around potential tournament travel until just prior to an out-of-town event.

Individual Student Travel Policy

Music students invited to engage in professional activity, such as competitions, may not be aware of travel details until immediately prior to dates of travel. Regardless of the timeframe, the communications protocols listed above are expected to be implemented in principal.

PART VII: DEAN REVIEW PROCESS

ARTICLE I: ANNUAL, PRELIMINARY + REAPPOINTMENT REVIEWS

Annual Review

Each year the Dean shall submit a report to the Provost that provides information on the Dean's accomplishments, which may include changes or additions to programs and curricula, staff and faculty appointments, the state of the budget, involvement with Advancement activity and all other accomplishments from the prior calendar year. The Provost then evaluates the Report, sharing that evaluation with the Dean; it serves as the basis for merit raises, when funding is available.

Preliminary Review

In the third year of the Dean's appointment, the Provost has the discretion to determine if a preliminary review is needed, in order to provide the Dean with information and advice on areas for improvement, leading up to the 5-year reappointment review. The Primary Unit will also take a vote in the third year on whether to proceed with or waive a preliminary review and report that vote to the Provost. If the decision is made to move forward with a preliminary review, the Provost will contact the FAC of the College to determine the appropriate procedures for the review.

Reappointment Review

A reappointment review during the fifth year of a Dean's appointment is mandatory. The Dean is to be evaluated on the duties listed in Part I of these Bylaws and in consideration of the evaluation criteria in the campus's policy, <https://www.colorado.edu/policies/evaluations-officers>

Review Committee

In the semester preceding the reappointment review, the Provost will contact the FAC requesting the formation of a Dean's Review Committee and will assist in identifying the appropriate staff person to provide support throughout the review process.

The function of this committee, acting on behalf of the Provost, shall be to conduct a comprehensive evaluation of the in the fifth year of appointment and every fifth year subsequently, in accordance with Regent Laws and the campus's policy on the evaluation of officers. In the case of any discrepancy between College of Music and campus policy, campus policy shall be followed.

Membership

The membership shall consist of five members:

- Four faculty members with tenure:
 - Two elected from the research faculty of the College of Music;
 - Two elected from the applied faculty of the College of Music.
- One staff member selected by the College of Music Staff Council.

The term of office shall be for one evaluation period, beginning with the election in the semester prior to the subsequent review year until the Review Committee's Report has been submitted, usually not later than March of the review year.

Eligibility for faculty membership shall be as follows:

1. Rank of associate professor or higher with tenure in the College of Music.
2. Completion of at least two academic years as faculty in the College of Music.
3. Members of this committee who have served are ineligible to serve on the next Dean Review Committee.

Election procedures for faculty members on the committee:

1. An election shall be held before the end of the semester before the review term.
2. The Dean shall not have a vote in the committee election process.
3. All eligible faculty members shall be listed on the first ballot.
4. The candidates with the largest number of votes on the ballot shall be elected.
 - a. In the event of ties on the ballot, a runoff ballot shall be distributed.
 - b. The ballots shall be received and tabulated by the PU Chair, who shall report the results to all faculty and staff.
 - c. Once the committee is elected, a Chair will be selected from its faculty membership.

Dean Review Committee Procedures

The committee shall request from the Dean a statement of accomplishments and self-evaluation (normally, two to three pages), which it will share with the stakeholders listed in 1, below, as part of seeking their input.

Process for Solicitation of Feedback

1. The Dean Review Committee shall design and execute a process to gather input from all members of the College of Music faculty, staff and a sampling of graduate and undergraduate students selected by the Associate Deans for Graduate and Undergraduate Studies, respectively and the College of Music Advisory Board. This shall include but is not limited to responses to a distributed Questionnaire. Input will also be gathered through group discussions and individual interviews. The committee shall ensure that there is a path for anonymous feedback to the committee. The committee may wish to solicit feedback from faculty elsewhere on campus.
2. A critically important part of the process will be the work of the Chair of the Review Committee to develop an initial draft of the Questionnaire prior to the review year, in consultation with the Office of Data Analytics (ODA). The draft will be shared with the Dean and with the Review Committee. Once there is mutual agreement on a final draft, ODA will distribute the Questionnaire to all stakeholders as approved by the Review Committee.
3. The Committee shall hold meetings to hear from stakeholders (faculty, staff, student council leaders), which shall be considered strictly confidential.
4. The Committee shall also have the option to solicit letters from stakeholders.
5. The Dean shall also have the option either to solicit letters, or to have such letters solicited by the committee. In these instances, the source of the solicitation (whether the Dean or the committee) shall be made clear to the committee members.

The Questionnaire will be based on the duties and responsibilities of the Dean as listed in Part I of these Bylaws and these criteria, as stated in the OFA Advisory. See the section on Procedures, 4, in "Evaluations of Officers:"

(<https://www.colorado.edu/policies/evaluations-officers>):

1. Effectiveness of working relationships;
2. Respect for, accessibility to and communication with peers and other constituencies;
3. Demonstrated leadership in promoting diversity and inclusivity within the College community;
4. Open and timely decision-making process;
5. Leadership in assigned responsibilities;
6. Commitment to professional growth and encouragement of innovation and creativity for staff;
7. Administration of fiscal resources;
8. Management and support of personnel and unit morale.

Questionnaire Process and Timetable

The Questionnaire shall be distributed to all stakeholders by October 15, with a deadline for responses not later than November 10. ODA will provide its analysis based on the responses by December 15. (In the case of a review that does not conform to an initial AY appointment, these dates will be adjusted as needed.)

ODA will subsequently provide an executive summary that includes percentages or means for all questions, breakdowns of responses by a limited number of groups (if appropriate; e.g. by faculty, staff, students, or other relevant groups) and a summary of common themes in the qualitative open-ended responses.

Once the ODA has shared its analysis with the committee, the Chair will be responsible for re-convening the Committee to prepare a draft report. By February 1 the Chair will have prepared a draft of the Committee's letter for submission to the Provost. The letter shall be reviewed and signed by all Committee members and submitted by March 1.

The Report

The Chair shall prepare a written report for the Provost summarizing the surveys, discussion and/or interviews conducted that shall reflect the consensus or majority conclusions of the committee. The draft will be shared with all committee members for comments and suggestions; The final draft of the Report, signed by all committee members, along with all related documentation, including but not limited to the survey results, shall be delivered to the Provost, who will share the results with the Dean. According to campus policy, "All information created or received as a part of any evaluation shall be placed in the officer's personnel file [being available for their review] and shall [otherwise] be considered confidential." The Provost will subsequently share the results of the review with all stakeholders. The committee shall submit its report in keeping with a schedule that respects the final submission deadline set by the Provost.

PART VIII: INSTRUCTION POLICIES

ARTICLE I: GUIDELINES FOR LENGTH + NUMBER OF CLASSES, REHEARSALS, LESSONS

Guidelines for Extra Rehearsals of Major Ensembles

Additional rehearsals for each large, conducted ensemble performance that fall outside of the regular class meeting time shall be requested of the Dean during the prior semester by the director wishing to make the request. If approved, extra rehearsals must be posted/publicized (in the class syllabus at a minimum) for students at the beginning of each semester by each ensemble director for each ensemble.

Performance/Studio Class Policy

Applied areas may require a 50-minute performance/studio class per week as part of the student's lesson registration, which will be reflected on the student's schedule. An additional 50-minute performance class may also be scheduled but cannot be required of the student.

Policy on Length of Class or Applied Lessons Guidelines

1. It is the responsibility of the individual faculty member to see that students are dismissed from classes and lessons that will allow them to arrive at their next class on time. Similarly, it is the faculty member's responsibility to vacate the room so that the next class can begin as scheduled.
2. Each student enrolled in applied study is entitled to receive a minimum of fourteen lessons per semester. Lessons normally take place weekly; when faculty miss a lesson it is to be made up as soon as possible at a time that is mutually convenient for both the student and teacher.
 - A. For all BM and BME students, as well as BA and BFA students enrolled for 3 or 4 CR, each lesson shall be for at least 50 minutes and count as one contact hour per week. For the BA and BFA students enrolled for 2 CR, each lesson shall be for at least 25 minutes and count as a .5 contact hour each per week. For graduate students enrolled in 2 or 3 CR, each lesson shall be for at least 50 minutes and count as one contact hour.
 - B. Faculty are required to teach all applied lessons and courses on-campus in person except for pre-approved online or remote courses. Make-up lessons will be offered for excused student absences and for instructor absences due to faculty professional travel or illness. Make-up lessons must be taught on-campus and made up at a mutually agreed-upon day and time. Remote make-up instruction may be permissible when necessary.
3. Graduate teaching assistants, under the guidance of the applied faculty member may provide additional instruction to professional degree (BM, BME) students as a way to enrich the applied experience for the student and to provide a pedagogy experience for the TA.
4. Applied faculty may offer lessons for prospective students as a recruitment tool. Students, including TA's, may not engage in non-University activities, including private instruction, in College of Music facilities.
5. Normally, university facilities, instruments or equipment, are not available for faculty members' extracurricular teaching or performance activities.

Final Examination Procedures

See the campus policy statement for procedures for final examinations: <https://www.colorado.edu/policies/final-examination-policy>

Concerts and Events Scheduling Policy

Due to the robust number of concerts and events the college hosts every year, venues and staff support are generally at capacity. Proposals for increasing the number of ensemble performances or new activities will be evaluated by the Dean's Cabinet to ensure sustainability.

ARTICLE II: GRADUATE STUDENT COMMITTEES

Although graduate students are expected to take full responsibility for ensuring the several steps necessary to complete their degree program on time, faculty and the graduate studies office provide significant support throughout the process to degree completion. These steps are as follows:

1. At approximately the halfway point in the master's degree work and no later than the third semester in work toward the doctorate, students in consultation with their major professor shall choose a faculty advisory committee: three faculty members for a master's committee, five for a doctoral committee. All committee members must hold graduate faculty appointments.
2. Rules and regulations concerning examination committees for the master's degrees and for the Ph.D. degree are published in the University of Colorado Catalog under "Graduate School" and "College of Music." For master's students, the committee consists of the major professor, a second professor in the major area and a professor from outside the major area (the five major areas are conducting, performance, music education, musicology and theory/composition). For Ph.D. students, the committee must include one member from outside the College of Music for the thesis and final oral exam.
3. DMA advisory committees must have at least five members. At least three of those must approve and grade each dissertation project and required documents and at least one shall hold the Ph.D. degree from a research faculty discipline, either from within or from outside the College of Music
4. It is expected that students will have studied with the faculty members whom they ask to sit on their committees, whether through course work, direction of a special-studies course, or other regular contact. An exception may be made for doctoral performance majors who must meet the requirement to include a Ph.D. faculty committee member. In all cases, the student shall first obtain verbal confirmation that a faculty member is willing to serve on their committee. The student must then have each committee member sign the Advisory Committee Form available on the graduate advising webpage.

Responsibilities of the Committee Chair

- The committee chair shall be responsible for degree advisement and overseeing the selection of committee members, evaluation of the major field exam and recommendations for individual study and/or course work. Graduate studies staff may recommend first-semester course registration for MM and DMA students based on preliminary examination results and master's degree transcript review for background courses. In consultation with their major advisor (who recommends individual study and/or course work based on student career goals, background and student capacity to balance academic and performance requirements), the student completes the advising checklist, then submits the plan for graduate studies staff review. Following this review (which might include suggested revisions), the advising checklist shall be signed (digitally) by the major advisor not later than the fourth week of the second semester for MM students and no later than the beginning of the fourth semester of residence for doctoral students.
- The committee chair shall supervise and coordinate the student's committee and the various responsibilities of its members, including the administration of oral examinations and the notification of the Associate Dean's office of all examination results as soon as a decision has been reached. Supervision of the committee includes providing information to the students on how to prepare for the oral portion of the written exam.
- The committee chair is responsible for the general makeup of the written examination and for the supervision of the oral exam(s). Individual committee members are responsible for their own questions to the student, but the chair may have to seek changes should obvious redundancy or imbalance appear in the whole of the written exam.
- The committee chair shall notify the student promptly of all committee decisions.

Responsibilities of the Committee Members

- Provide guidance on and evaluate the master's thesis projects or the doctoral dissertation projects and documents.
- Provide questions for and grade the written examination; grading of exams as well as documents shall be completed as soon as possible, but no later than thirty days after the student has submitted the work.
- Administer and grade oral examinations.
- Faculty members grading a recital or lecture recital, except in extenuating circumstances as determined by the committee chair, in communication with the Associate Dean, attend the recital. Committee members not

providing a grade may attend the recital, watch the recital via livestream (if available) or watch a video of the recital in order to offer feedback to the student.

Guidelines for Students and their Advisory Committees

- Faculty members shall accept positions only on committees for which they have adequate time and can make a suitable contribution.
- For doctoral students, it is recommended that the committee meet with the student no later than the third semester of the degree to discuss dissertation project repertoire, topics for written projects and which committee members will grade which dissertation projects.
- All project proposals shall be in writing and submitted to each member of the student's advisory committee. Approvals, disapprovals and recommendations from committee members shall also be in writing.
- The student shall keep the committee chair and members informed about their academic projects, music projects and other activities as appropriate. Committee members shall call attention to possible ways a student's work might be utilized outside the required program, such as competitions, publications, presentations at professional meetings and community outreach.
- The student is expected to consult with members of the committee regarding dates, times and places of recitals, lectures, exams and other work that requires committee attendance and grading. It is the student's responsibility to ensure that a viable grading committee will be present prior to scheduling the event. The student shall keep all committee members informed about presentations, recitals, exams, etc.
- The committee chair and other members shall advise the student about the scope of questions on the master's qualifying exam and the doctoral comprehensive exams.
- For recital previews, students shall be responsible for all arrangements of the performance area, including set-up and break-down.
- During the summer session, students cannot expect faculty members who are not on duty to function as active committee members.
- It is the responsibility of any committee member taking sabbatical leave or other leave of absence to give the student ample notice and advise the student regarding suitable arrangements for a substitute committee member during that faculty member's absence.
- Once constituted, a change in the membership of a graduate committee shall require the written consent of the student, the chair of the committee and the Associate Dean.
- DMA students are allowed to complete one TMUS recital during the first two semesters of the program, provided that three members of the committee have confirmed their membership on the student's advisory committee.
- For each DMA non-recital dissertation project, the student shall select one member of the faculty advisory committee to serve as the main advisor (usually but not necessarily the committee chair), who guides the student's preparation of a written prospectus, which is then submitted to the faculty advisory committee for their suggestions and approval. Before the student proceeds with the project, two members of the committee must agree to serve as first and second readers who shall be responsible for guiding the project to its final draft. Once completed, the paper is then presented to the committee as a whole; all members are expected to read and provide feedback. The first and second reader, along with a third committee member shall submit a grade for the project.

PART IX: CRITERIA FOR PROMOTION + TENURE

ARTICLE I: AN OVERVIEW

This initial section is intended to provide an overview of the College of Music's approach to the ways in which faculty meet the standards for promotion and tenure. Ideally, it is expected that each faculty member's career will reflect an optimal mix of Teaching, Scholarly/Creative Work and Service and Leadership activities. In practice, individual faculty members at various times in their careers may for legitimate reasons emphasize one area more and another less. As noted elsewhere in these Criteria, a tenure review (usually in conjunction with promotion to Associate Professor) requires a standard of "Excellence" in Scholarly/Creative Work **or** "Excellence" in Teaching. The awarding of tenure is not only a milestone in itself; it also signifies that a faculty member has attained and promises to continue high levels of accomplishment in all three areas of activities. The faculty member who follows through on such a trajectory will ultimately develop a profile that is consistent with the University's standard of "Overall Excellence," the expectation for promotion to the rank of Professor.

Congruence of Faculty Values and the Mission of the College

Even though there are considerably different approaches to scholarly research and creative work, College of Music faculty are expected to adhere to a common set of principles in achieving and evaluating excellence and meritorious accomplishment. Faculty have a responsibility to engage in scholarly research or creative work in their respective disciplines. To achieve a standard of "Excellence" faculty are expected to have developed a record of sustained intellectual and creative activity at the national and, in time and as applicable, at the international level.

Variety of Disciplines

Although the basic standards of judgment exercised in our disciplines do not vary considerably, the materials upon which those judgments of scholarly and creative work are based will differ from one field to another. For example, applied faculty usually focus on performing, whereas research faculty will typically be engaged in developing articles and books resulting from their scholarly research. Some of the other schools and colleges may measure the success of their faculty based on the acquisition of peer-reviewed research grants, whereas we neither require nor do we usually have available this kind of external support; therefore, we do not typically use this measure in assessing candidate quality. Instead, we focus on the quality of performance and creativity by our applied faculty and the level and quality of publications by our research faculty.

Multi-Disciplinarity

That said, College of Music faculty value highly multi-disciplinary and inter-disciplinary activities. For example, a faculty member in Music Theory or Music Education may also have expertise and a record of accomplishment in performance; conversely, an applied faculty member may also choose to publish articles or books. In these instances, all such activity will be considered during all levels of the review; reviewers will apply the same criteria for both performance and scholarly work, regardless of the faculty member's rostered area. However, faculty must make clear the primary emphasis of their position and present a robust record of accomplishment in that field. The overall record of accomplishment can be evaluated by including all such activity beyond or related to it.

Some faculty members will have duties and responsibilities in more than one area by design as expressly stated in their letter of appointment or in a subsequent MOU. In such instances, documentation will be held on file in the Dean's office and made available to evaluators as needed during merit evaluations and tenure/promotion reviews. Faculty are also encouraged to provide the utmost clarity by defining their philosophy and approach to their work in their Statements on Scholarly/Creative Work and Teaching and by listing their achievements accordingly in their CV's.

Collaborative Activity

The College places a particularly high value on collaboration, which is expressed in faculty members' day-to-day activities and interactions, but also in their Research/Creative Work. As will be further explicated in the Articles below, this includes co-authorship of an article or book, or co-presentations of research findings. Applied faculty frequently engage in performances of works that require two or more participants. These kinds of activities are given equal weight by College peers when considering the overall record of a faculty member.

As a Comprehensive Research I institution, developing a record of "Excellence" in Scholarly/Creative Work is most often the determining criterion for the awarding of tenure. Criteria for meeting CU standards in this area will be addressed in Articles III through VII, below. Article II addresses criteria for all faculty for meeting CU standards for Teaching and Service.

Evidence of Accomplishment

The CV

Faculty are expected to establish and subsequently update their CV annually. The CV is utilized throughout a faculty member's academic career, whether for annual review, reappointment, tenure, promotion, sabbatical leave applications, post tenure review or award nominations. It is an essential tool for every step on the career ladder. The university's preferred format is as follows, using reverse chronological order:

- Educational history, including institution and degree earned, principal advisor, topic of thesis if any and the date of graduation;
- Academic employment history, including the name of each institution, the rank held and the dates of service in rank;
- Awards, prizes, honors, etc.;
- Scholarly/Creative work:
 - Publications, such as commercially distributed recordings, books, journal articles, etc.
 - Performances, including the venue,
 - Presentations at meetings of the society in the discipline.
- Teaching Accomplishments:
 - Courses taught, substantive changes to courses taught, new courses, certificates or curricula implemented; List any textbooks, study guides, manuals, workbooks or electronic media produced for student or class use.
 - Student/former student committee participation, as the principal advisor, or as a committee member, with the names of advisees and dates;
 - Student accomplishments: prizes won, articles published, significant performances, positions they hold, etc.
 - Guest teaching, including the name of the institution or professional society;
- Service: to the College and the University as well as to the profession and, if applicable, service to the community.

In addition to the CV, other materials that faculty must prepare and submit are as follows:

Multiple Measures of Teaching (required for reappointment, promotion and tenure reviews)

This section is based on APS 1009 <https://www.cu.edu/ope/aps/1009>:

Establishing a record of accomplishment in Teaching in multiple ways is an essential part of the dossier for promotion and tenure. Faculty shall provide Faculty Course Questionnaire (FCQ) results since appointment or since the last review, as appropriate, as required by University policy. The administration and faculty of the College of Music recognize that FCQs are not the only measure of evaluating educator performance as it relates to reappointment, tenure, promotion, post-tenure review of tenured faculty and merit evaluation opportunities. FCQs provide an opportunity for student feedback and can help faculty members improve as teachers, but the Dean, MEC, PU and PUEC shall not exclusively consider FCQs as an indicator of teaching quality, given that some research demonstrates

the potential for bias. Rather, FCQs shall serve as one part of the evaluative process as outlined elsewhere in these faculty Bylaws.

Faculty must submit at least two other categories of evidence (see list below) that contribute to the record of teaching. For Comprehensive Reviews and reviews for tenure, the College requires written peer evaluations based on observations of classroom teaching, studio lessons, rehearsals or coachings. Ideally these shall constitute a consistent flow of such letters during each semester since appointment.

Such peer evaluations are not required for promotion to the rank of Professor but are encouraged.

Other materials contributing to a record of teaching can include any or all of the following:

- Evidence of substantially changed course or curricular content, or creation of new curricula, certificates, diplomas, etc.
- Accomplishments of students;
- Evidence of guest teaching at peer institutions, professional meetings, or summer festivals;
- Presentations on pedagogy at professional meetings;
- Sample syllabi;
- Awards, prizes, etc. for teaching excellence;
- Letters from students/former students and colleagues both at CU and elsewhere;
Letters solicited by the PUEC or the FAC will normally be valued more highly than letters solicited by the candidate.

NOTE: When candidates for promotion or tenure wish to solicit letters from colleagues beyond the university, they must check with the PU Chair to ensure that they are not contacting already selected external evaluators.

- Publications devoted to pedagogy: books, articles, meeting proceedings, etc.

Evidence of any of the above are usually listed in the CV and/or explained in the Statement on Teaching.

Faculty Statements (for TTT and Teaching-Professor Track faculty)

- The Statement on Teaching is typically a 2 to 4-page essay that describes the faculty member's teaching philosophy-- the approach to the teaching/learning paradigm and, particularly in the individual instruction setting, the teacher's approach to relationship-building. The statement is intended to complement the list of accomplishments in the CV; as such, the writer is encouraged to highlight major accomplishments, rather than using the essay to repeat a list of all of them.
- The Statement on Scholarly/Creative Work (not required for Teaching-Professor Track faculty unless it is part of the workload formula) is typically a 2 to 4-page essay that reveals the author's interest(s), the approach and philosophy that drives the creative/scholarly output. As with the Statement on Teaching, the writer is encouraged to highlight major accomplishments that result from the approach to accomplishments but ought not duplicate the entire list of scholarly/creative activities.
- The Statement on Leadership and Service is typically a 1 to 3-page essay that describes the author's approach to leadership and service within the college and university, as well as nationally and internationally, along with goals and objectives for participation in service. As with the other statements, it is best to select a few examples from the CV that highlight how the approach has yielded accomplishments in Service.

Faculty are urged to share drafts of their Statements and CV with the FAC well before submitting final versions.

Scholarly and Creative Work

- At the time of review for reappointment, promotion and/or tenure, TTT Faculty are expected to submit at least three samples of performances, publications, or compositions, as appropriate to the candidate's scope of professional activities. Published reviews and citation data if available are also welcome.

Criteria for Meeting the Standards in Research /Creative Work

To be considered “Excellent” in Scholarly Research/Creative Work faculty shall establish continuing productivity in a line or lines of research and/or creative activity that goes beyond the dissertation or other doctoral projects. High quality and continuing productivity may be indicated by the following: publishing in recognized refereed journals or books published by well-respected publishing venues, releasing commercially distributed recordings including online digital releases and by performing at nationally recognized venues or with nationally recognized presenting organizations.

Recitals captured for streaming by presenting organizations or music festivals are considered comparable to published conference proceedings. Faculty may also be involved in curating a concert program or series, or may have a role in the production of a recording. These are important activities that can further augment a profile of ongoing creative activity. Posting YouTube or comparable self-posted performances provides evidence of continued creative activity, though these will not be considered at the same level as those listed above. Faculty may also choose to list public performances live-streamed from campus as “local/regional” activities. (The conducting faculty typically consider performances by their ensembles on campus to be teaching activities.)

The record of professional activities will demonstrate a trajectory for continued success beyond the review year, which is best illustrated by list a of “works in progress” or “forthcoming performances” in the CV. The Statement on Scholarly/Creative Work may also reference ongoing and future areas of inquiry.

NOTE: The University considers books and articles “finished” when they are in print or in galley stage—that is, when all corrections and modifications are complete. Works that are still in the publisher’s review and revision stage are considered to be works in progress.

For both research and applied faculty, establishing a strong record of professional activities can be enhanced by presenting at national or international conferences, poster sessions, guest lectures at peer institutions and by attaining grants from national/international organizations, prizes and awards. The lists compiled in Articles IV through IX in the aggregate, represent pathways to a record of Excellence that can be quite diverse (in consideration of the College’s commitment to multi- and inter-disciplinary pursuits).

When considering a rating of “Excellence” in research or creative work, the University asks evaluators to consider whether a faculty member’s overall record of research or creative accomplishments is equivalent to that of the top group of faculty in their respective disciplines at a similar stage of career in comparable departments or programs at other institutions. External review letters and the evaluations by College peers play an important role in this judgment.

Specific standards for each discipline can be found in Articles IV through IX.

ARTICLE II: MEETING THE STANDARDS IN TEACHING + SERVICE

Teaching

NOTE: This section applies to all faculty in the College of Music. However, by the very nature of their discipline, Music Education faculty approach teaching from a somewhat different perspective; see Article III.

Faculty regard teaching effectiveness as a core value and central to the mission of the College of Music. The focus and percentage of work assigned to Teaching is normally considered to be co-equal to the time and effort expended on Scholarly/Creative Work. A faculty member’s intellectual and creative talents are in a range of settings, from

individual instruction to large and small group classes and seminars, usually at both the graduate and undergraduate levels.

However, for tenure reviews a designation of “Excellence” in Teaching is infrequently bestowed, nor is it required. As the University conceives it, a teaching record is only deemed “Excellent” if it extends both qualitatively and quantitatively beyond excellent classroom teaching and beyond other standard activities that support classroom teaching. Thus, faculty at a pre-tenure status typically focus their time and effort on achieving a record of Excellence in their professional activities rather than an evaluation of Excellence in teaching.

The successful application for tenure will normally demonstrate strong performance in the classroom, studio or rehearsal room through student feedback, written peer reviews, a demonstrated ability to prepare and successfully execute a thoughtful course syllabus and will have at least begun to demonstrate accomplishment in some of the other activities listed below.

The Teaching record includes a wide variety of activities that takes into account the various modalities of instruction in which faculty are engaged: large and small classes, seminars, large ensemble rehearsals, individualized instruction, chamber music coaching, etc. Although the University requires the solicitation of student feedback (FCQ’s), faculty are expected to provide a record of “Multiple Measures of Teaching” to ensure that there is not undue emphasis placed on this one instrument. These can include but are not limited to:

- Evidence of strong teaching effectiveness at undergraduate and graduate levels, as applicable;
- Membership on graduate student committees (if the field of study includes the teaching of graduates) and ultimately chairing them or serving as major advisor;
- Contributions to curriculum development, such as creating a new curriculum, certificate or interdisciplinary program, or developing a new course or courses, or substantial revision of existing ones;
- A robust record of guest teaching, presenting workshops/clinics or guest master classes at other, especially peer institutions of higher learning, or in other professional settings;
- Presentations on pedagogy at national/international meetings in the discipline;
- The publication of noteworthy pedagogical papers or textbooks;
- Receipt of college-wide or campus-wide teaching awards; (these may be an indicator of excellent teaching, but are not a prerequisite for tenure or promotion);
- Evidence of student and former student accomplishments.
- Evidence of successful student recruitment (see paragraph on “Recruitment” within the section on “Faculty Responsibilities”).
- At the time of any level of review, faculty will often include letters from colleagues, students and former students to further support their teaching portfolio.

To make the case for “Excellence” in Teaching at the time of Tenure, a candidate will already have demonstrated a national or international reputation in pedagogy through several of the measures above, in particular presentations and/or publications on pedagogy at venues with national or international impact, guest teaching at peer institutions or in visible national and international settings, curricular development with impact beyond the campus, etc.

Service

Service to the department or program is expected of all faculty. The record of service of pre-tenure faculty will normally demonstrate a trajectory of gradually increasing service activities during the probationary period for tenure, but the overall commitment to service during this period will be modest in comparison with tenured faculty. Substantive service of high quality performed for the University, the profession and the community are typical components of the application for promotion to full professor.

Faculty serve their disciplines in a variety of ways. Beginning with a measure of time devoted to pro-active participation in service to the department, this activity eventually will grow into more college-wide levels of service, such as membership on a curriculum committee. Faculty typically take a role in serving their profession. Many also become engaged with their constituent communities through outreach in a wide variety of ways, depending on their discipline. Engagement with and participation in Service and Leadership is a way for faculty to make an impact as they provide the resources of their experiences and expertise to these various sectors. The list of service activities might include, but is certainly not limited to:

1. Service to the College:
 - a. Participation on College Committees;
 - b. Participation on Search Committees;
 - c. Guest teaching in CU colleagues' classrooms;
 - d. Clinics at local and surrounding area K-12 schools, community music schools, youth orchestras, etc. (NOTE: Some of this activity may also be defined as Teaching.)
2. Service to the University:
 - a. Participation on Campus-wide Committees
 - b. Participation in Boulder Faculty Assembly as well as BFA subcommittees
 - c. Participation in System-wide Committees
3. Service to the Profession:
 - a. Adjudication of competitions;
 - b. Serving as an officer in a professional organization;
 - c. Organizing a state or regional meeting of a society in the discipline;
 - d. Presenting as a member of a panel;
 - e. Serving on an editorial boards;
 - f. Peer reviewer for publications;
 - g. Serving as external evaluator for tenure and promotion cases
 - h. Editorship of a journal, published reviews of recordings or scholarly work;
4. Service to the Community:
 - a. Performances open to the public at CU; as stated above, faculty may choose to list performances on campus as "local/regional" appearances on their CV. (NOTE: Ensemble directors normally consider their performances at CU to be teaching activities);
 - b. Presentations (such as pre-concert or other kinds of lectures) at CU, or other local and regional venues;
 - c. Organizing a music event or administering a music series;
 - d. Service to the community through various outreach activities, often in collaboration with students.

To contribute to a record of "Overall Excellence" in Service at the time of promotion to the rank of Professor, faculty will demonstrate a robust level of leadership and engagement in many of the activities listed above.

ARTICLE III: MUSIC EDUCATION

Research disciplines at the College of Music include Musicology (including the AMRC), Music Education, Music Theory, the Entrepreneurship Center for Music and the Health and Wellness program. This section focuses on research and teaching criteria specific to Music Education.

Research

For music education faculty, scholarship is manifested through the publication of original research and research-to-practice articles in refereed journals or publishing houses (see the lists, below). Faculty in music education are more likely to publish articles in refereed journals or book chapters than devoting time to publishing a book or textbook, particularly during the pre-tenure years.

In order to be judged "Meritorious," faculty are expected to publish research and research-based practitioner articles

on an annual basis, with conference presentations and workshops augmenting the publication record. Research poster sessions are considered to be included in this category. An aggregate record of one accepted manuscript per year in a mid-tier journal, along with one international or national conference peer-reviewed presentation per year over the course of the review period meets the standard.

“Excellence” in research will indicate a strong publication record in peer reviewed journals, to include acceptance by several among those in the top-tier, or book chapters for the period of review, along with regular international or national conference presentations. Such output will include some or all of the following:

- Research articles published in refereed journals;
- Research-to-practice articles published in refereed journals;
- Publications in practitioner journals;
- A textbook;
- Chapters within a textbook;
- Annotated repertoire reviews;
- Instructional media;
- Presentations published in conference proceedings
- Media-based material that provides research contributions to pedagogy and instruction.

Listed below are music education research and practitioner journals ranked either as top-tier or mid-tier, though the ranking of journals can change and are re-evaluated at the time of each review:

Top Tier

ACT (Action, Criticism and Theory for Music Education)

Arts Education Policy Review

British Journal of Music Education (England)

Bulletin of the Council for Research in Music Education

Choral Journal

Journal of Aesthetic Education

Journal of Historical Research in Music Education

Journal of Music Teacher Education

Journal of Music Therapy

Journal of Research in Music Education

Music Education Research

Music Educators Journal

Philosophy of Music Education Review

Psychology of Music

Research Studies in Music Education (Australia)

Mid-Tier

American String Teacher

Canadian Music Educator: Research Edition

Contributions to Music Education

Journal of General Music Education

International Journal of Community Music

International Journal of Music Education

International Journal of Research in Choral Singing

Journal of Band Research

Journal of Music Technology & Education

Journal of String Research

Journal of Technology in Music Learning
Medical Problems of Performing Artists
Music Education International
Research Issues in Music Education
Update: Applications of Research in Music Education
Visions of Research in Music Education

Also, a robust record of publication may include serving as editor of a collection, reference, or textbook.

Note *Activity such as serving as an editor of a journal or on a journal editorial review board is usually defined as service to the profession.

Faculty also value the presentation of scholarly work in a range of education research, music education research and music teacher education research conferences and as guest lecturers at peer institutions. National and international education research, music education research and music teacher education research conferences include, but are not necessarily limited to:

- American Educational Research Association Conference
- Biennial Colloquium for Teachers of Instrumental Music Methods
- International Symposium on Assessment in Music Education
- International Society for Music Education Commission Meetings and World Conference
- Research in Music Education Conference
- Mountain Lake Colloquium for Teachers Symposium of General Music
- NAFME Music Research and Teacher Education National Conference
- Society for Music Teacher Education Conference

Faculty holding a split appointment between music education and another area in the College (typically in conducting) often bring a strong background in an applied area and may even consider guest performances to be their primary area of focus. These activities might include guest conducting a nationally or internationally recognized ensemble; conducting an honor ensemble outside of Colorado; a recorded performance by a recognized label; or commercially available compositions and arrangements. Regardless and in keeping with the statement on multi-disciplinarity in Article I, the record of accomplishment in both scholarly and creative activities will, in the aggregate all be considered.

Full-time music education faculty who have an interest in and experience with conducting and performance activities may also list these as part of the entire record of accomplishment. Such activity may be viewed as either supplemental to publications and presentations or vitally important and expected.-The expectation is that the letter of appointment and the faculty member's Statement on Research/Creative Work will clarify the areas of activity, if needed, thus making clear the value and relevance of such work to all concerned.

Teaching

NOTE: The following provides information that is specific to music education faculty, intended to complement the Teaching section in the "Overview" (Article I).

For music education faculty, teaching is manifested in various ways, including publication of curricular and pedagogical resources, articles on pedagogy or software development, along with various types of presentations that demonstrate pedagogical expertise. Given the wide dissemination to K-12 teachers, faculty are strongly encouraged to publish in the following journals that include practitioner articles:

- Music Educators Journal
- Choral Journal
- American String Teacher
- Journal of General Music Education (formerly General Music Today)
- Instrumentalist
- Update: Applications of Research in Music Education

Teaching activities unique to music education can be defined either as service/outreach to the community, or as professional activity. Faculty will make these judgments clear in the materials they present when applying for career advancement:

- Ensemble Clinics, such as an Honor Ensemble, Regional Festival, or All-State Ensemble);
- Adjudication;
- Clinical Presentations, defined as specialized pedagogical instruction to a group of music teachers and/or music teacher educators at a professional conference or peer institution;
- Guest Lectures;
- Present Professional Development Workshops.

Presentations at national and regional conferences are highly valued, though state conference appearances are also considered to be important. National, regional and state conferences during which clinic presentations or workshops might be presented include, but are not limited to:

- ACDA (American Choral Directors Association) National Conference
- ACDA regional conferences
- ASTA (American String Teachers) National Conference
- Colorado ASTA Conference
- Colorado Bandmasters Association Conference
- Colorado Music Educators Association Conference
- National American Orff-Schulwerk Conference
- Organization of American Kodaly Educators National Conference
- The Midwest Clinic International Band and Orchestra Directors Conference
- NAFME (National Association for Music Education) National Conference
- National Association for the Education of Young Children (NAYEYC)
- State-level music education association conferences (e.g. Texas Music Education Association Conference)
- College Music Society

Thus, faculty applying for advancement at any level will develop a body of work in Teaching that will normally include a blend of both teaching-related publication and presentational activities-

In order to be judged meritorious, an aggregate record of one national or regional presentation per year, along with several pedagogical publications over the course of the review period is expected.

A rating of “Excellence” in teaching is indicated by these accomplishments, amplified sufficiently to demonstrate a national reputation for teaching (see Article II above). Evidence of innovative curricular development, teaching awards (campus and national), invitations to present (at conferences, peer institutions, or national-level festivals or adjudication) and a substantial record of pedagogical publications (to include a textbook or curricular materials) reflect national reputation for teaching.

Music Education faculty who have a split appointment with another area in the College (for example, conducting) will demonstrate teaching activities in much the same way, though likely more focused on honor ensemble conducting, state and national conference clinic presentations and adjudication than publication.

ARTICLE IV: MUSICOLOGY + MUSIC THEORY

Research disciplines in the College of Music include Musicology (including the AMRC), Music Education, Music Theory, the Entrepreneurship Center for Music and the Musicians' Wellness Program. This section focuses on Musicology and Music Theory.

Faculty in Musicology and Music Theory can demonstrate "Excellence" in Research with a published book. A book based on the PhD dissertation should show considerable revision or expansion. A steady flow of articles published in peer-reviewed journals is another path to "Excellence," and that is the more typical path for Music Theory faculty. Overall, there may be fewer opportunities for Music Theory faculty to publish scholarly articles and books (as opposed to pedagogical ones); the departmental faculty is well equipped to evaluate theory candidates' publication records relative to individual specialties.

On occasion, faculty may publish in journals related to their research but outside the journals in their field, such as those in business, general history, literary studies, political science, psychology, sociology and others, as well as arts fields outside of music. In such instances, departmental faculty shall determine the quality of these journals by conferring with other CU faculty with expertise in these fields.

Recognized Publications

Published articles or books are an essential component of a candidate's file. These include but are not necessarily limited to:

- Book publication, including monographs, co-authored books and critical/scholarly editions of music
- Peer-reviewed journal articles
- Book chapters

Additional activities of significance for scholarship include:

- Curating and serving as editor of a multi-author or reference book. (The nature of the publication will inform the weighting of research and service activities.)
- Serving as guest editor of a special issue of a journal.

Well-recognized book publishers include the university presses at Cambridge, Chicago, California, Harvard, Oxford, Princeton, Yale and several others. In some instances, a university press may hold special recognition for particular areas (such as Illinois for American music and ethnomusicology).

There are commercial publishers that regularly or occasionally publish highly regarded scholarly music books. The following is a partial list: Boydell & Brewer, Brepols, Brill, Farrar Straus Giroux, Olschki, Palgrave Macmillan, Penguin, Routledge, Verso and W.W. Norton. The departmental faculty will take particular care in evaluating non-US publishers. In some cases, very small presses are dedicated to high standards and selectivity.

Specialized companies (that do not also publish books) typically publish critical/scholarly music editions. Important names include (but should not be limited to) A-R Editions, Bärenreiter, Henle, Schott and Stainer & Bell. In some cases, a specially created foundation or institute (with an expert editorial board) is established for the express purpose of publishing a composer's collected works.

Top-tier peer-reviewed journals include the following:

American Music
Analytical Approaches to World Music
Cambridge Opera Journal
Contemporary Music Review
Early Music
Early Music History
Eighteenth-Century Music
Empirical Musicology Review
Ethnomusicology
Journal of Musicology
Journal of Music Theory
Journal of Music Theory Pedagogy
Journal of the American Musicological Society
Journal of the Royal Musical Association
Journal of the Society for American Music
Music Analysis
Music & Letters
Music Perception
Music Theory and Analysis
Music Theory Online
Music Theory Spectrum
Musical Quarterly
Nineteenth-Century Music
Opera Quarterly
Perspectives of New Music
Plainsong and Medieval Music
Popular Music
Psychology of Music
Twentieth-Century Music

Faculty may argue for additional journals to be considered top tier based on acceptance rates and the evaluation of experts. Some lesser-known journals may still be important outlets based on individual candidates' specialties.

Grants from nationally/internationally recognized external sources can add impressive strength to a dossier.

To reach a baseline of "Excellence" in scholarly research, faculty will build their record of accomplishment on the publication of a book (as defined above) or three to five articles in top-tier journals, along with presentations of their research at national or international meetings of the societies in their discipline. In addition, book chapters and other forms of scholarly publication (including articles in journals not considered top tier and reviews) can contribute to a record of excellence. The presentation of research at peer institutions, prior to the tenure review, can also bolster the overall record. As noted in the "Overview" to this section, faculty who maintain expertise in applied music can supplement their record of accomplishment through performances at national or international venues, commercial recordings, etc., to build upon the record of publication.

ARTICLE V: BRASS/PERCUSSION, JAZZ STUDIES, KEYBOARD, STRINGS, VOICE + WOODWINDS

When evaluating an applied faculty member's body of accomplishment, the following principles shall be taken into consideration:

1. The College makes an effort not to exclude a venue based on its geographical proximity. Thus, appearances at nationally recognized presenters such as the Colorado Symphony, Opera Colorado, The Newman Center Chamber Music Series, Central City Opera, etc., would typically be recognized by the designation, "of national significance." Thus, the reputation of the venue is the most important factor in weighing the significance of a performance and shall typically include venues of national or international reputation.
2. In keeping with its commitment to a collaborative environment, the College recognizes chamber music performances, in a range from duos, trios and quartets to self-conducted orchestras to be highly valued activities that are given equivalent weighting to solo appearances. College of Music colleagues and external evaluators will play an important role in considering the quality, impact and quantity of performances, based on the reputation of the venue and the level and quality of the collaborators.
3. It is understood that a residency at a peer institution may include guest teaching, or rehearsing or coaching an ensemble, along with a performance. Both of such activities are given equal weight in the categories of Scholarly/Creative Work and Teaching, as applicable.
4. The lists of professional activities.

As noted in Article I, the University expects faculty to have reached a level of excellence in their Scholarly/Creative work by the time of the tenure review. To be considered "Excellent" in this area, applied faculty will normally demonstrate a sustained body of work through solo or collaborative music performances, as a participant in a nationally recognized presenting organization, or residencies. These include, but are not limited to:

- Appearances as soloist (including double-, triple-concerti, etc.) with nationally recognized (including highly regarded regional) ensembles;
- Appearances in a major or significant supporting role at a nationally or internationally recognized opera company;
- Appearances as member of a nationally/regionally recognized ensembles, opera orchestra, or professional jazz group.
- Conducting All-state or Honor ensembles
- Performances at nationally recognized venues or presenting organizations;
- Performances at peer academic institutions;
- Performances at national/international meetings of the societies in their respective disciplines;
- Performances at nationally/internationally recognized music festivals;
- Performances in support of instrumental or vocal competitors at nation-wide or international competitions;
- Performances with nationally/internationally recognized soloists;
- Appearances as a member of a big band or combo ensembles, at jazz clubs and related venues that are nationally/internationally recognized.
- Residencies at nationally or internationally recognized institutions/programs.

Of somewhat lesser weight, though still considered helpful in building a solid record of creative work would include occasional participation in a professional orchestra or chorus performing in a major venue as defined above.

Contributing to an "Excellent" body of work, applied faculty may also engage in recording projects, including commercially distributed audio and video recordings, as well as projects disseminated to the public online for streaming or download by recognized platforms in the individual areas. Such projects may include more than just the music performance, including program notes, pedagogical resources, or other scholarly products.

Applied faculty, particularly faculty in Jazz Studies, may engage in music composition, arranging and editing collections of various kinds. All of this activity can contribute to a solid record of professional activities, when the venue, performance or publisher (including the release of recordings) of this activity is of national/international recognition.

It is understood that, over the course of their careers, some applied faculty may no longer be able to continue to perform at a level that meets their own standards of excellence. For such faculty who are not yet tenured, the most likely route to tenure would be through demonstrating Excellence in Teaching (see Article II above). For applied faculty seeking promotion to Full Professor, the determination of a record of Overall Excellence may include a broad range of activity in the performing and teaching spheres along with service and leadership, as well as scholarship related to the field.

Scholarly work by applied faculty, including research on pedagogy (Scholarship of Teaching and Learning [SOTL]), appearing in peer reviewed publications, conference presentations, online presentations, research findings presented at national/international meetings of the various professional societies and guest lectures at peer institutions contribute to the overall body of work as well.

The list of refereed journals in applied disciplines includes, but is not necessarily limited to the following:

For all Applied Faculty:

American Music Teacher (published by the Music Teachers National Association)

MTNA E-Journal

The College Music Symposium

Music Educators Journal

The Instrumentalist

Choral Journal

American String Teacher

General Music Today

Specific to Keyboard Studies:

Piano Magazine (Frances Clark Center for Keyboard Pedagogy)

Also, these online journals published by the Frances Clark Center:

From the Artist Bench

Piano Stories on Stage

Journal of Piano Research

Specific to Brass and Percussion:

The International Trombone Association Journal

The Horn Call

The Trumpet Guild Journal

The ITEA Journal (published by the International Tuba Euphonium Association)

Percussive Notes (published by the Percussive Arts Society)

Percussive Notes Online Edition

Specific to Voice and Opera:

Journal of Voice

Journal of Singing (published by the National Association of Teachers of Singing)

The International Journal of Research in Choral Singing

Australian Voice Journal

The Opera Journal

Specific to Woodwinds:

The Double Reed (published by the International Double Reed Society)

The Clarinet Journal (published by the International Clarinet Society)

The Flutist Quarterly (published by the National Flute Association)

The Saxophone Symposium (published by the North American Saxophone Alliance)

Specific to Strings:

Journal of the Violin Society of America

The Strad

Journal of the Viola Society

Cello Magazine

Strings Magazine

Specific to Jazz Studies:

Journal of Jazz Studies

Current Research in Jazz (online)

Jazz Research Journal

ARTICLE VI: COMPOSITION

Faculty in Composition build a record of excellence through the dissemination of their creative works. As in all other music disciplines, the level of activity is evaluated based on a robust output of creative work presented by nationally/internationally recognized entities, whether a concert hall, presenting organization, national/international society, peer institution and so on.

Compositions created for solo, chamber or large ensemble are all considered to be of equal value, though large scale works for orchestra, opera and art installations or multimedia collaborations are given particular weight. When a work is commissioned, the level of recognition by the commissioner is taken into account. Albums, videos and/or films supported by a grant or produced by a commercially distributing label or other recognized entity are important in establishing a record of excellence.

Composition faculty may participate in performance activity, whether of their own work or works by others. Performance appearances can support and strengthen a record of creative activity when presented at prestigious venues, high-profile presenting organizations, national/international meetings of a society, music festivals or peer institutions.

Composition faculty with split appointments in a research area (such as Entrepreneurship) shall also be evaluated on the basis of the quality and impact of their research as reflected in published books, book chapters, journal articles, etc. and research papers published and presented at national meetings in the discipline and peer institutions.

ARTICLE VII: CONDUCTING

Conducting faculty build a record of excellence through guest appearances at:

- Major or regional opera associations, orchestras, choral organizations, wind symphonies;
- Holding appointment as Music Director, Resident Conductor, Associate Conductor, or Assistant Conductor of a significant regional orchestra, professional band or choir;
- Serving as Chorus master of a nationally recognized presenting organization.
- All-state band, orchestra, choral ensembles (usually high school level) These are significant appointments that are highly competitive among post-secondary professionals;
- Conductor-in-Residence or Faculty Conductor for large festival ensembles performing at venues of national or international significance.
- Guest performances at peer institutions;
- Guest performances at major conferences, such as the Texas Music Educators Association, the Midwest Clinic, or American Choral Directors Association
- Conducting at major collegiate choral festivals
- Demonstrations given by one's ensemble at leading peer-selected conferences such as TMEA, the Midwest Clinic, or ACDA (including significant regional ACDA conferences, such as Southwestern ACDA)

Conducting faculty also can build a strong record of accomplishment through a combination of performance activity with scholarly work, such as the following:

- Author of a published book,
- Author of articles in refereed journals
- Author of a book chapter
- Author/creator of a published instructional video
- Serving as a peer-selected presenter or lecturer at a national/international conference or national/international webinar
- Serving as an invited panelist at a national/international conference or national/international webinar
- Creating transcriptions and arrangements of repertoire distributed by commercially distributing publishers, including online peer-reviewed publishers.
- Serving as editor of a book can add to a record of conducting or scholarly activities.

Refereed journals include:

- The Conductors Guild
- *Choral Journal* (published by the American Choral Directors Association)
- *The Choral Scholar & American Choral Review* (published by the National Collegiate Choral Organization)
- WASBE World Journal (Published by the World Association of Symphonic Bands and Ensembles)
- The Southwestern Musician Published by the Texas Music Educators Association
- National Association for College Wind and Percussion Instructors Journal

ARTICLE VIII: ENTREPRENEURSHIP

Scholarly Activity

Entrepreneurship faculty are expected to build a record of research through a book publication and/or publications in journals, book chapters, refereed online journals. A solid record of publication will be enhanced by presenting research at peer institutions and research papers presented at national meetings of the nationally/internationally recognized music or entrepreneurship society meetings. Peer-reviewed journals may include but are not necessarily limited to:

Artivate

The Journal of Arts Entrepreneurship Education

Journal of Arts Management, Law and Society

Entrepreneurship Theory and Practice

Journal of Small Business Management

Entrepreneurship Education and Pedagogy



Also contributing to a record of research:

Entrepreneurial Activity

Other activities alongside a record of publication that can build a solid record of excellence can include undertaking or maintaining an active entrepreneurial arts venture and innovative partnerships or activities in support of a creative or research project, workshops and consultations at peer institutions and external grants, prizes, awards, external grants.

Creative Activity

Whenever a faculty member has a second area of expertise in an applied discipline, creative activity may complement a solid record of scholarly research that can lead to a designation of excellence, including but not necessarily limited to:

- Commercially distributed recordings;
- Performances (solo or chamber ensemble) at peer institutions or the equivalent;
- National/international conference recitals, lecture recitals;
- Performance appearances at summer festivals.

Composers can build a similar, secondary level of achievement through commissions and performances of their works by nationally/internationally recognized soloists, presenting organizations, chamber groups, etc.

Other kinds of publications are counted as research if they are supported by and illustrative of the candidate's academic/research profile and have an undergirding in scholarship. Such published work may include a textbook, chapters within a textbook, annotated reviews or instructional media.

ARTICLE IX: HEALTH + WELLNESS

Faculty with an appointment in Health and Wellness will typically seek to publish a book, book chapters, journals, refereed online publications, etc.; top-tier journals may include peer-reviewed journals in medicine and related fields, such as:

Journal of Music, Health and Wellbeing

Medical Problems of Performing Artists

Alexander Technique Science

Other avenues for publication would include journals more typically focused on sports medicine, such as the *International Review of Sport and Exercise Psychology* and other related fields.

APPENDICES

APPENDIX A: LETTER OF SOLICITATION TO AN EXTERNAL EVALUATOR FOR TENURE + PROMOTION

(Date)

Professor-----
(Institution and location)

Dear Professor-----,

I write to thank you for agreeing to serve as an external reviewer for Professor -----'s application for tenure and promotion to the rank of Associate Professor within the College of Music at the University of Colorado Boulder. As part of our review process, we rely on leading professionals in (her/his) field to provide external reviews of the candidate's performance in the area of research/creative work. These reviews are considered confidential under the policies of the University, except as otherwise may be required by court order or by law.

We ask that you address each of the following in your external review letter.

1. Your general area of expertise within the discipline and the focus of your creative activity.
2. The nature of your relationship with the candidate (since letters from the candidate's mentors are not permitted).
3. The quality and quantity of the candidate's professional activities.
4. How the candidate compares with others in the field with similar training and experience and at a similar point in their careers.
5. Whether the candidate would be likely to earn tenure at universities comparable to the University of Colorado Boulder? If not - why not?
6. Whether the candidate has met the standards for tenure at the University of Colorado Boulder.

Please also include a copy of your resume along with your letter.

Promotion Standards and Criteria

The Board of Regents of the University of Colorado sets the standards for the awarding of tenure. These standards require that the successful candidate demonstrate a record considered to be "meritorious" in each of the three areas: Teaching, Scholarly/Creative Work and Service (to the University, the profession or to the community); **however, a successful review requires a demonstration of "Excellence" in either Scholarly/Creative work or Teaching.**

While the Board of Regents sets the standards for the awarding of tenure, the College of Music sets the criteria for achieving those standards. Please review these criteria (attached) and take them into consideration when performing your evaluation.

Pre-Tenure Probationary Period at the University of Colorado

We ask that reviewers provide a focused evaluation of the quantity and quality of the candidate's scholarly/creative work during the tenure probationary period. Reviewers may also provide a more general evaluation of the candidate's stature and accomplishments.

Attachments

Enclosed you will find a copy of Professor-----'s curriculum vitae, (her/his) statements on scholarly/creative work, teaching and service and samples of (her/his performances, plus our College of Music promotion criteria.

Thank you for considering this request; your comments will play a significant role in our process. Please let us know as soon as possible whether you can provide a letter, but no later than August ----.

Sincerely,

(Signature)

xxxxxxx

Dean

College of Music

APPENDIX B: LETTER OF SOLICITATION TO AN EXTERNAL EVALUATOR FOR PROMOTION TO THE RANK OF PROFESSOR

(Date)

Professor -----

(Institution and location)

Dear Professor-----,

I write to thank you for agreeing to serve as an external reviewer for Professor -----'s application for promotion to the rank of Professor within the College of Music at the University of Colorado Boulder. As part of our review process, we rely on leading professionals in (her/his) field to provide external reviews of the candidate's performance in the area of research/creative work. These external reviews are considered confidential under the policies of the University, except as otherwise may be required by court order or by law.

We ask that you address each of the following in your external review letter:

1. Your general area of expertise within the discipline and the focus of your creative activity.
2. The nature of your relationship with the candidate (since letters from the candidate's mentors are not permitted).
3. The quality and quantity of the candidate's research/creative work.
4. How the candidate compares with others at a similar point in their careers.
5. Whether the candidate would be likely to earn promotion to full professor at universities comparable to the University of Colorado Boulder? If not - why not?
6. Whether the candidate has met the standards for promotion to full professor at the University of Colorado Boulder.

Please also include a copy of your resume along with your letter.

Promotion Standards and Criteria

The Board of Regents of the University of Colorado sets the standards for promotion to full professor, requiring that the successful candidate exhibit:

- (A) A record, which, taken as a whole, is judged to be excellent.
- (B) A record of significant contribution to both graduate and undergraduate education.
- (C) A record since tenure and promotion to associate professor, that indicates substantial, significant and continued growth, development and accomplishment in teaching, research, scholarship or creative work and service.

You will note that our university seeks to focus the evaluation of the candidate's record of accomplishment singularly on the period since the awarding of tenure. In Professor -----s instance, that would be since the fall of ---. This is clearly displayed in the organization of (her/his) CV, which segregates the record into two segments, "Since Tenure" and "Prior to Tenure" for your convenience.

While the Board of Regents sets the standards for promotion to full professor, the tenure home department or program of the candidate being reviewed sets the criteria for achieving those standards. Please review these criteria (attached) and take them into consideration when performing your evaluation.

Attachments

In an ensuing email you will receive a copy of Professor -----'s curriculum vitae, (her/his) statements on scholarly/creative work, teaching and service and samples of (her/his) (publications/performances), plus our College of Music promotion criteria.

Thank you for your participation in this important process; your comments will play a significant role in our review. Please let us know as soon as possible whether you can provide a letter, but no later than August 15, -----.

Sincerely,

(Signature)

xxxxxx

Dean

College of Music

APPENDIX C: SABBATICAL LEAVES

UNIVERSITY OF COLORADO BOULDER

Application for Sabbatical Leave 20__-20__

Name and Rank of Applicant

College/Department

Faculty in an Institute or Museum __YES __NO

Date of last sabbatical/Faculty Fellowship

Term of sabbatical requested (select only one):

AY _____ FALL 20_____ SPRING 20_____

Checklist:

- Applicant is a full-time, tenured faculty member on the Boulder Campus
- Applicant has 6 years of services to the University since last sabbatical
- Sabbatical plan form attached
- Department Chair statement form attached (if applicable)
- Current vitae attached
- Was funding investigated?

"After six years of service to the University on regular full-time appointment, a tenured member of the faculty shall be eligible for a sabbatical assignment. It is expected that the faculty member will use the sabbatical assignment in a manner that will enhance his/her scholarly teaching competence and potential for service to the University and advance departmental program goals. A sabbatical is a privilege granted by the University for the advancement of the University, subject to the availability of resources. A sabbatical assignment is an important tool in developing academic scholarship and is a time for concentrated professional development.

In accepting a sabbatical assignment, the faculty member shall agree to return to the University for at least one year thereafter. In case the faculty member is responsible for terminating his/her connection with the University within the period of one year after expiration of the sabbatical, the individual shall refund the sabbatical remuneration to the University on a prorated basis, except in exceptional circumstances, including permanent disability or death, wherein neither the individual nor the heirs shall be obligated to refund any part of the amount paid while on sabbatical."

The above is excerpted from the sabbatical policy as approved by the Board of Regents. For complete policy see Sabbatical Policy as revised by the Board of Regents November 3, 2005 at <https://www.cu.edu/regents/Policies/Policy5A.htm> and the APS effective April 1, 2008 at <https://www.cu.edu/ope/aps/1024>

I have reviewed the Rules of the Regents with regard to the Sabbatical Leave Policy. In submitting this application, I agree to abide by these rules.

_____ Applicant's Signature	Date	_____
_____ Department Chair's Signature	Date	_____
_____ Dean's Signature	Date	_____
_____ Institute/Museum Director's Signature (if rostered in the Graduate School)	Date	_____
_____ Provost's Signature	Date	_____

Sabbatical Plan

Title of Sabbatical Plan: _____

Regent policy requires the following information be provided by each faculty member applying for a sabbatical assignment. Please complete the following questions in the space allowed:

- (1) Describe your project's academic objectives, including the contribution to your professional growth and expertise.

- (2) Describe your work plan (i.e., where will you spend your sabbatical, etc.).

- (3) Describe how your project will advance departmental/college program goals.

- (4) Describe how your project will enhance the University's reputation.

- (5) Describe how your plan will contribute to the educational experience of the students.

- (6) Per Regent policy, it is expected that faculty members applying for sabbatical will also apply for external funding to the extent it is available. Describe your efforts to achieve outside funding for your sabbatical.

- (7) Is your half-pay sabbatical contingent upon a successful grant application?
Yes_____ No_____

Any alteration to your sabbatical plan after it has been approved by the Board of Regents must be resubmitted for approval to your Department Chair and Dean. Your sabbatical plan will be a public document and, therefore, no proprietary information reflecting intellectual property issues should be included.

**THE DEADLINE FOR APPLICATION DIFFERS FROM COLLEGE TO COLLEGE AND SCHOOL TO SCHOOL.
PLEASE CHECK WITH YOUR DEAN'S OFFICE.**

APPENDIX D: POST-TENURE PROFESSIONAL PLAN

Professional Plan (A public document under the Open Records Act)

Faculty Member Name: _____

Department/School/College: _____

Planning Period: _____ to _____

The primary purposes of the professional plan are to encourage faculty development and to assure accountability. The professional plan is designed to communicate the faculty member's teaching, scholarly and creative work and leadership and service goals, as well as to explain how these goals support the needs of the primary unit. Projections made in the plan, when compared to the faculty member's progress and achievements, provide one basis for evaluating the faculty member's professional performance, during both annual review and post-tenure review. The chair/director or dean of the primary unit (or appropriate primary unit committee) must approve the teaching and university service activities defined by the plan. The chair/director or dean of the primary unit (or appropriate primary unit committee) may comment and provide advice on the adequacy or wisdom of the scholarly and creative work plan but does not approve or disapprove it. This plan should be updated annually, as needed.

Workload Weighting: _____ Teaching _____ Scholarly/Creative Work _____ Leadership and Service

Standard (40:40:20) or Differentiated:

Teaching: Describe in general terms your plan for contributing to your unit's teaching mission over the next five years. Address the areas of classroom teaching, individualized instruction, graduate training, etc. Do not list specific course assignments, as these are determined annually based upon the needs of the unit.

Scholarly/Creative Work: Describe your plan for contributing to your unit's scholarly and creative work mission over the next five years. Describe work that you intend to conduct and how it will contribute to the overall body of your work. Address the issues of proposed funding, publications, performances and presentations, as appropriate.

Leadership and Service: Describe in general your plan for contributing to your unit's, college or school's and campus' service mission over the next five years. Please address the nature of your service activities at various levels within the University, as well as your service external to the University.

Signatures: I submit the above information as my Professional Plan. I understand that the contents of my Professional Plan do not necessarily constitute the standards and criteria against which I will be evaluated for purposes of annual merit and/or promotion and/or tenure.

Faculty member signature

Date

I have reviewed the above Professional Plan and discussed its content with the author, I have provided written advisory comment(s) regarding the teaching, scholarly and creative work, leadership and service (note any that apply) portion(s) of this plan.

Authorized Primary Unit signature (chair, director, or dean)

Date