

Statement on Teaching & Advising, Professional & Scholarly Activity, and Service – Augustana College Department of Music (adopted April 28, 2026)

These expectations for tenure and promotion are provided to help clarify how Faculty Handbook requirements for tenure and promotion are applied within a specific Augustana College department or program. They are, however, only guidelines and they do not replace, amend, or override any information contained in the Faculty Handbook. In the event there is a conflict between these guidelines and the Faculty Handbook or College policy, the terms of the Faculty Handbook or the College policy shall govern.

Statement on Teaching & Advising (Handbook 4.7.1)

Teaching

All information found in the Faculty Handbook regarding teaching and teaching effectiveness applies to the music department faculty. Applied lessons and ensembles are academic courses. These courses include some unique elements that should be considered when evaluating teaching effectiveness — specifically the one-on-one nature of applied lessons and the performance activities of ensembles.

Advising

Active participation and strong engagement in Academic Advising is normally expected for tenure, whether candidates serve as advisors to music majors or first-year students. In addition to these more traditional roles in advising, the music department has a number of unique courses and activities in which other types of advising and mentoring are both emphasized and important to the success of our students. The mentoring offered by applied teachers, ensemble directors, and course instructors is viewed equally to academic advising as it is vital to the success of our students during the completion of their degree programs and in preparation for post-graduate success.

Statement on Professional Activity and Professional Expression

Professional Expression (Handbook 4.7.2.1)

Music Department faculty members are encouraged to pursue professional activities that promote artistic development, provide modeling for students, and enhance the strength of the department and college. The activities listed below are not an exclusive or exhaustive list, but rather guidelines that will be considered for faculty tenure and promotion. Professional activity in the music department will consist of traditional scholarship, performance, composition, and other creative endeavors. Professional Activity for all music faculty may include (list is not in order of importance):

Performance

- Off-campus performances normally imply peer review. Off-campus performances are earned and require a special invitation or audition. They include solo performances, performing as a member of a chamber ensemble, performing as a member of a large professional ensemble (orchestra, band, or chorus), and conducting.
- On-campus performances such as faculty solo recitals, chamber recitals, concertos, as well as performances at various campus events are beyond the normal teaching load of a faculty member. Internal peer review is a normal and expected aspect of on-campus performance. These performances can take a great deal of personal and professional commitment and provide modeling for Augustana students.
- On-campus and touring ensemble performances are a part of the teaching load for conducting faculty. These performances provide a dual role—they function both as a final outcome of the course and as professional expression. A high standard of excellence in performance and literature selection is expected for both on- and off-campus performance. Literature that enhances the undergraduate program, especially as it enriches undergraduate's learning and performing environment is especially encouraged.

Recording

- Audio and video recordings
- Recordings published by outside companies are considered more desirable than those that are self-published.

Composition

- Performance and publication are equally regarded
- Arranging

Publication

- Papers accepted for publication in state, regional, national or international journals. Peer-reviewed publication is more highly regarded, but not essential.
- Scholarly books, book chapters, edited collections, translation
- Scholarly development for the classroom including software and web development
- Reviewing books, articles, papers, compositions or musical scores

Presentation

- Invited presentations at state, regional, national, or international conferences, workshops, clinics.
- Poster presentations at state, regional, national, or international conferences, workshops, clinics.

Other Activities

- Leadership roles in professional organizations
- Faculty/Student collaboration in performance and research
- Editing and transcribing

Public or Community Engaged Scholarship

Evidence of Community Engaged scholarship should align with the college-wide philosophy of community engaged learning at Augustana as defined by six primary hallmarks:

- Community Impact: Focus on positive, tangible, and sustainable partnerships within local communities.
- Global/Local Immersion: Immerse students in the study of real-world problems through active engagement.
- Interdisciplinary: Coordinate projects that integrate academic rigor with practical application across multiple fields.
- Reflection: Utilize guided activities and self-assessment to critically analyze learning and personal growth.
- Mutually Beneficial: Advance the goals of every stakeholder while addressing shared challenges.
- Career Readiness: Equip students with essential professional competencies like critical thinking and communication.

Evidence of public scholarship may include but are not limited to:

- Media and Writing: Contributing op-eds, articles, reviews of musical performances, or blog posts to popular news outlets or specialized blogs; translating artistic practice for broader understanding by the general public.
- Public Engagement and Education: Giving public lectures or concert discussions, serving as an adjudicator, program annotation, serving as a consultant, serving as a musician for worship, or participating in public forums.
- Multimedia Projects: Producing podcasts, radio broadcasts, or interactive exhibitions that explore artistic practice and the place of music in society.

Professional Development (Handbook 4.7.2.2)

Music Department faculty members are encouraged to pursue professional activities that promote development of their skills and contributions to their field at-large and to the College. Examples include but are not limited to:

- Engagement in professional organizations (editor, leader, attendee, discussant)
- Leadership roles on campus
- Attendance and participation in teaching-related conferences or workshops
- Continuing education, licensure
- Faculty/Student collaboration in performance and research

Statement on Service (Handbook 4.7.3)

All information found in the Faculty Handbook regarding campus and public service applies to the Department of Music faculty. Often, lines are blurred between service, outreach, and professional development. These activities will be assessed by the faculty and department chair on a case-by-case basis to determine which category the activity will apply. Examples include but are not limited to:

- Chair or curriculum development
- Campus committees

- Advisor to student groups
- Assessment roles
- Forms of public service aligned with professional expertise

Commitment to a Welcoming and Learning-Centered Student Experience

In accordance with its mission, Augustana College strives to ensure academic success for all students by nurturing an atmosphere that is welcoming and learning-centered. This results in students feeling valued and supported in their learning process.

These principles acknowledge the wide range of ways faculty contribute to Augustana's educational mission--through teaching, advising, research, creative work, and service--while affirming our shared commitment to cultivating an environment where all students can thrive.

Faculty are encouraged to interpret these principles broadly in ways consistent with their disciplines, pedagogical approaches, and professional identities.

Candidates for tenure, promotion, and review should include examples of engagement with the following principles in their Case Making Statements and provide supporting evidence of their efforts to:

- Embrace difference: Engage thoughtfully with a range of ideas, perspectives, cultures, or communities through teaching, scholarship, or service.
- Foster a sense of belonging: Enable a welcoming space where every student can feel seen, valued, and supported.
- Address needs with intention: Ensure that students have opportunities and resources to succeed in learning, advising, and professional and scholarly mentorship.
- Focus on student-centered learning: Prioritize the needs of students in and beyond the classroom by utilizing evidence-based teaching, advising, and learning strategies.

Examples could include but are not limited to:

- Implementing Universal Design for Learning (UDL) strategies for syllabus development, course policies, assignments, and in-class activities
- Assessing how one's teaching approach includes all students in your classroom
- Identifying how a specific course and/or advising strategy connects students with resources on campus to bolster their learning experiences and sense of belonging
- Connecting one's research and/or service to Augustana's mission statement and/or Five Faith Commitments
- Attending CELTS workshops and reflecting on how to implement new strategies into your teaching, scholarship, and/or service

Promotion

Pre-Tenure and Tenure

In advance of a review for promotion, the Department Chair will facilitate dissemination of the candidate's materials to the tenured members of the department in order to solicit feedback regarding the case for promotion. The chair will then both communicate that feedback to the candidate, and use information gathered through this process as the basis for the departmental letter that is provided to the Faculty Review Committee.

In addition to examples of professional expression that take place on campus, it is expected that candidates for promotion also demonstrate a record of professional activity that takes place off campus. Additionally, while professional expression in the Quad City community is highly valued, successful candidates for promotion will also show evidence of professional activity at the regional, state, national, or international levels. Because of the wide variety of possible qualifying work, it is the responsibility of the candidate to define how their professional activities meet these guidelines. It is the responsibility of the department chair, in consultation with appropriate members of the department, to assess the level of significance of the candidate's activities.

Promotion to Full Professor

In advance of a review for promotion, the Department Chair will facilitate dissemination of the candidate's materials to the members of the department who hold the rank of Professor, in order to solicit feedback regarding the case for promotion. The chair will then both communicate that feedback to the candidate, and use information gathered through this process as the basis for the departmental letter that is provided to the Faculty Review Committee.

We expect candidates for promotion to full professor to continue to show evidence of excellence across all areas of faculty evaluation. Candidates for promotion to Professor should demonstrate evidence of leadership within the department, College, or their disciplines. In addition to examples of professional expression that take place on campus, it is expected that candidates for promotion also demonstrate a record of professional activity that takes place off campus. Additionally, while professional expression in the Quad City community is highly valued, successful candidates for promotion will also show evidence of professional activity at the regional, state, national, or international levels. Because of the wide variety of possible qualifying work, it is the responsibility of the candidate to define how their professional activities meet these guidelines. It is the responsibility of the department chair in consultation with appropriate members of the department to assess the level of significance of the candidate's activities.

Professional Faculty & Continuing Lecturers

Performance reviews for professional faculty and continuing lecturers in the Department of Music are based on the specific responsibilities assigned to each individual. Therefore, all applicable evaluation statements regarding Teaching & Advising, Professional Expression and Activity, and Service in this document pertain to individuals for whom these activities are required. Candidates for promotion must show evidence of engagement in the discipline and in the life of the College (see Handbook 4.5.4).

Most professional faculty and continuing lecturers in the Music department will have a significant level of teaching. They are also encouraged to serve as advisors and mentors to students. They may engage in professional and scholarly activities but are not required to do so. Professional faculty are not required to provide campus or public service beyond this departmental level. For those professional faculty members with significant administrative loads, the department chairs will consult with those involved in determining the level of achievement in these duties.