

Music

Overall Expectations for Fort Lewis College Faculty

As a public liberal arts institution, Fort Lewis College strives to provide quality education to a diverse student body. As a liberal arts institution, we are committed to ensuring our students receive personal attention and mentoring. Thus, all faculty at Fort Lewis share a common identity and dedication to providing a student-centered education. In order to provide quality education, we must recruit and retain quality faculty and establish a common set of guidelines for faculty ensuring our principle aim of developing exceptional Teacher-Scholars.

Fort Lewis College is committed first of all to ef

a)

- a) excellent performance in teaching across the range of assigned courses, with convincing evidence that the person has moved beyond the “apprentice” stage of teaching represented by the rank of Assistant Professor. To merit promotion to Associate Professor, faculty members must show that they have become accomplished teachers who can effectively perform their share of departmental or programmatic teaching (either alone or in collaboration with others) without the need for substantial assistance or intervention by other faculty members. Such persons will also display the promise of continued development as teachers towards meeting the standards for promotion to Professor.
- b) a record of involvement with his or her discipline(s) through ongoing research or creative activity, with evidence of success in advancing some aspect(s) of an established research or artistic agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree). Such evidence will involve products or performances of sufficient quality and

To merit promotion from **Associate Professor to Professor**, a faculty member also must present evidence documenting:

- a) sustained outstanding performance in teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Professors are expected to display outstanding performance in their own classes and, as reflective practitioners of the craft, should also be able to serve as resources for other faculty members in their own teaching. Even so, Professors are expected to remain committed to their own continuing development as teachers.
- b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of

General Expectations for All Faculty: Teaching

Defining itself first and foremost as a community of teachers and learners, Fort Lewis College invites faculty members to share their passion for their disciplines and their understanding of connections between their disciplines and others with colleagues and, most of all, with our students. This commitment to student learning stands at the heart of our mission.

students to achieve excellence. By relating their subjects to other areas of inquiry, faculty members show their students how to interconnect the different aspects of their academic work

documentation of new courses developed or previous courses significa

originate in any of the four ways described in the report *Scholarship Reconsidered*¹ and summarized below. These broad categories of research and creative activity are not mutually exclusive: a given project may span several areas, and a faculty member may choose to explore various categories at different stages of a professional career.

The Scholarship of Discovery encompasses traditional research that creates new knowledge through original investigation that may be theoretical or empirical, disciplinary or interdisciplinary, or some combination of these. Construed broadly, this dimension of professional development also encompasses the creation of new works of art or musical composition and writing works of fiction, poetry, or creative nonfiction.

The Scholarship of Integration involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.

The Scholarship of Application involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual, social, or institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity (e.g., a style of painting) developed by someone else. Such work involves activities that make use of one's special areas of knowledge or expertise, and it demands the same levels of rigor and accountability traditionally associated with the scholarship of discovery or the scholarship of integration.

The Scholarship of Teaching involves the use of one's expertise as a teacher to develop, transform, and extend the skills, methodology, and resources of pedagogy in artistic, disciplinary, or interdisciplinary teaching. It includes research and other creative work that focuses on the improvement of teaching and learning such as developing new pedagogies or pedagogical models that can

documentation of technological research or applications (e.g., developing web pages as part of a project in the area of research or creative activity),
documentation of student research one has supervised,
documentation of a play, musical theatre piece, or opera that one directed,
sound or video recordings of performances,
documentation of collaborative research (whether the collaboration involved professional peers or students),
description or other documentation of laboratory or experimental apparatus designed or built,
documentation of participation at professional meetings (e.g., membership on panels, responses to papers), or
documentation of work as the administrator or principal investigator of a College grant,
documentation of professional awards received for excellence in research or creative activity.

Specific Music Departmental Expectations: Research or Creative Activity

Scholarship of Discovery:

A juried exhibition, performance, or production, or recital of creative work, music, and/or composition
Peer-reviewed compositions
Peer-reviewed commercial recordings
Invited workshop participation that involves peer review
A program of research evidenced by data collection that leads to publication or presentation of findings in peer-reviewed publications and/or conferences recognized by the profession
Externally funded grant proposals or submission of such grants
Mentoring student led creative work that leads to presentation or exhibition
Mentoring student led research that leads to presentation or publication beyond our campus, possibly co-authored between students and faculty
Posters presented at conferences recognized by the profession
Presentations delivered at conferences recognized by the profession
Published articles in peer-reviewed journals
Published books or chapters in peer-reviewed publications

Scholarship of Application:

Professional consulting in an area of expertise that requires a demonstrated high level of discipline-related expertise
Commissioned music or creative work
Participation in professional symphony, ensemble, vocal/choral group
Guest conducting or solo public appearances

Scholarship of Integration:

Extensive literature reviews in peer-reviewed publications
The critical evaluation, synthesis, analysis, integration, or interpretation of the creative work produced by others published in a peer-reviewed publication and/or presented at conferences recognized by the discipline

Scholarship of Teaching:

Presentations on pedagogy and/or analysis of pedagogical techniques, delivered at conferences recognized by the profession
Peer-reviewed publications on pedagogy and/or analysis of pedagogical techniques
Participation in workshop that culminates in the production of novel pedagogical tools and/or resources for discipline or interdisciplinary colleagues

General Expectations for All Faculty: Service

The members of a faculty share intellectual authority over the curriculum and take professional responsibility for its quality. They also assure the quality of instruction the College provides to its students, support one another's scholarly or creative work, and maintain a College-wide culture of inquiry. As participants in the work of our academic community, faculty members contribute to the

include the requirement that

when students come to them with problems that fall outside their academic expertise.

Administrative service

Faculty members have many opportunities to apply their professional expertise in supervising support personnel, helping to determine the direction of academic degree programs, administering budgets, or carrying out other administrative duties (e.g., chairing an academic department, directing an academic program, supervising a certificate

the meetings of a committee to which one has been elected or appointed (e.g., a search committee), a faculty member is expected to contribute to the work the committee is charged to perform. Thus in commenting on a

Specific Music Departmental Expectations: Service

Service to the Community:

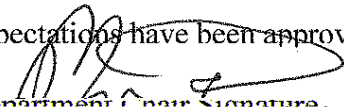
Contributions to local community agencies/activities/schools

Service to the Department:

Faculty are expected to actively identify and pursue new students. Past recruiting activities and future s

Departmental Expectation Statement Approval Page

The attached departmental expectations have been approved through June 2015.*

Date	Department	Department Signature	Date	Note
			6/15/15	