

Guidelines for Artist-in-Residence to be promoted to Senior Artist-in-Residence at the UW School of Music

Promotion to Senior Artist in Residence is a School of Music acknowledgment of excellence and leadership qualities, as well as strong trajectory of success in the three standard metrics used across the university: (1) Creative work or scholarship, (2) teaching, and (3) service.

Promotional Materials: The Artist's Portfolio

The Faculty Code states that *"Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty."* [Section 24-32.A] With respect to teaching faculty of all ranks, the Code further states that teaching faculty *"may demonstrate their scholarship in a variety of ways."* With respect to the School of Music promotion to Senior Artist-in-Residence, we adhere to this approach in that faculty artists can and should demonstrate excellence in their specialty in a large variety of ways through Teaching, Creative Work, and Service.

To provide School of Music Artists-in-Residence with a clearer sense of the work that might be included in successful Senior Artist-in-Residence promotion cases, we offer the following: the candidate for promotion will develop a portfolio that exemplifies a growing body of work, and features an ongoing trajectory of continued production, deepening relations with artists and cultural institutions, creativity, and excellence in teaching. We agree with the College that "quality is more important than quantity." Above all, we value important and sustained contributions to our students and to the artist's field or fields.

This document serves as a template for creation of the portfolio. Each artist is encouraged to be "creative in the creation" of this portfolio so it will be as unique as the artist, and a clear picture of their important contributions to the School of Music and the artistic community at large.

TEACHING

The University expects a trajectory of high-quality classroom teaching from Artists-in-Residence applying for promotion. This alone, however, is not sufficient for consideration for promotion to Senior Artists-in-Residence. The teaching portion of the portfolio must provide evidence of the faculty member's "extensive training, competence, and experience in their discipline," which is demonstrated in their teaching. Examples of evidence are listed below, but not limited to this list.

- Narrative of teaching philosophy
- Types of work/teaching done
- Continued vision for the program
- Changes in philosophy due to growth, needs of the program
- Successes and challenges
- List of courses taught
- Syllabi of classes taught
- Description of any classes created
- Demonstration of teaching excellence
- Supervision and mentoring of students in independent study, performance, research

- A nomination for a teaching or mentorship award (e.g., from departmental/unit college/university, or field-specific regional/national association)
- Advising or extra-curricular teaching
- Creative and effective use of innovative pedagogical strategies including new technologies
- Demonstrated commitment to promoting diversity, equity, inclusion and access in student instruction

Please note that student and peer evaluations are mandatory.

CREATIVE WORK OR SCHOLARSHIP

What follows is a list of possible inclusions for the portfolio. It is not required of the candidate include all of these recommendations, nor is there a fixed number of contributions.

Performance

- Notable or significant performances
- Both within the School of Music as well as off-campus, local, regional, national, and/or international
- Solo work, collaboration with other artists, inter-disciplinary collaborations, dramatic work, improvisatory collaboration, chamber music, as well as less-traditional forms or creations
- Recordings:
 - Audio, Visual
 - As central artist or member of larger ensembles
- Concert Reviews

Other types of sharing creative work

- Publications such as peer-reviewed periodicals
- Music editing, orchestration, publication, or transcription
- Research of performance practice or new repertoire.
- Ideas on pedagogy, practice, programming
- Conference lectures, workshops, demonstrations and the like
- Residence as Visiting Artist and Faculty at other institutions
- Awards and Grants
- UW Grants such as RRF
- Outside funding and foundation grants
- Collaborative and multi-partner grants
- Commissioning new works
- Creating on-campus symposium/workshop/projects with guest artists
- Composition: self-composed, improvised, collaborated, commissioned

SERVICE

Service to the unit, College, University, and/or discipline can serve as evidence of a faculty member's "extensive training, competence, and experience in their discipline". The key to

service in the promotion to Senior Artist-in-Residence is a **sustained record of contributions** to the over-arching mission of the University and the faculty community within School of Music through involvement with participation in leadership and administrative activities, which may include:

School of Music service opportunities

- Participation in department level curricular and/or administrative activities
- Participation in department-level committees focused on issues of diversity, equity and inclusion
- Mentoring colleagues, teaching assistants, and peer facilitators in instructional matters
- Service as faculty advisor for student associations within the SOM
- Participation in academic advising and counseling
- Participation in Ph.D., DMA, MM exams and committees

University wide service opportunities

- Participation in programs including, but not limited to, the Center for Teaching and Learning, Faculty Fellows, Teaching Assistant training workshops, UW Advance, teaching workshops for faculty, and bridge/enrichment programs for students.
- Membership in division or college level advisory groups related to teaching and student affairs
- Participating in Faculty governance
- Service as faculty advisor for student associations or clubs at the university level

Community wide service opportunities

- Outreach activities to the community beyond the University that is directly tied to the faculty member's teaching expertise
- In particular, K-12, community college and community music programs representing SOM constituency
- Participation on Boards of local musical organizations
- Editorial Boards for professional periodicals, local, regional, national, or international

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