

PROCEDURES IN THE JACOBS SCHOOL OF MUSIC
FOR LONG-TERM CONTRACTS AND PROMOTION DECISIONS
(Tenure-ineligible appointments)

Lecturers, senior lecturers and professors of practice. Lecturers in the Jacobs School of Music are eligible for promotion to senior lecturer at any time after three years as a full-time faculty member. During the sixth year a lecturer must be considered for promotion to senior lecturer on a long-term contract.

Senior lecturers and professors of practice who are appointed on a probationary contract are eligible for consideration for a long-term contract at any time after three years as a full-time faculty member. Such consideration must occur by the sixth year of appointment. Promotion within these classifications is not possible.

Lecturers, senior lecturers and professors of practice are academic appointees whose primary responsibility is teaching. Thus teaching is the main basis of evaluation, in which the candidate should have demonstrated excellence in the assigned responsibilities. At least satisfactory service to the department and school and research/creative activity in support of teaching are also considered. Recommendations to the Dean for promotion and long-term contracts come from the department, the department chair, and the Jacobs School of Music Non-tenure Promotion and Policy Committee.

Academic specialists. Academic specialists are eligible for consideration for a long-term contract any time after three years as a full-time faculty member. Such consideration must occur by the sixth year of appointment. Promotion within this classification is not possible. Recommendations to the Dean for a long-term contract will be based on excellence in the assigned responsibilities, and will come from the academic supervisor, the chair of a department in which any courses have been taught, and the Jacobs School of Music Non-tenure Promotion and Policy Committee.

Reappointment, promotion and long-term contract decisions. In the first year of appointment all tenure-ineligible faculty and their department chairs or supervisors will be notified in writing by the Associate Dean for Instruction about policies and procedures for reappointment and long-term contracts, including a dossier checklist of items to assemble. Reappointment, promotion and long-term contracts decisions will be final within the School and will not involve committees and administrators outside the Jacobs School of Music. Non-reappointment and dismissal decisions, however, will be reviewed by the Vice Provost for Faculty and Academic Affairs.

Timetable for dossiers for promotion and long-term contract consideration. Dossiers are in an electronic format, following the general outline of the e-dossier for tenure-track faculty.

February 1 Candidate notified of deadlines and advised of procedures for collection of material.

April 1 Candidate submits to the office of the Associate Dean for Instruction a curriculum vita and a list of names of IU non-departmental colleagues and former students. If the candidate desires, names of external evaluators may also be submitted.

September 1 Candidate's completed dossier must be ready for action by the department. The dossier will be approved by the chair of the departmental committee after discussion with the candidate.

- September 15 Dossiers submitted to departments/academic supervisors for action by department and the chairperson.
- October 15 Dossiers submitted to Jacobs School of Music Non-tenure Promotion and Policy Committee for action.
- November 15 Dossiers submitted to Dean.
- December 15 Final action by the Dean, who will notify the candidate by February 1 of the next year.

Letters for the dossier

1. The candidate will supply a list of three or four people from outside the department. The candidate should include a short statement about his/her connection to each person. Letters from reviewers external to Indiana University are optional.
2. After discussion with the appropriate members of the department, the departmental chairperson may compile a separate list of three or four people from outside the department, if desired. The connection of the candidate to these evaluators should also be explained.

The department chair should check with all people outside the department to be sure they are willing to write a letter. The Associate Dean for Instruction will then write letters to these people. They will each be sent a vita and a copy of the Jacobs School procedures for tenure-ineligible appointments. The candidate may choose to send additional materials. The final dossier should include a minimum of four outside letters.

3. Lecturers, senior lecturers and professors of practice should also provide a list of former students to be solicited for letters. Any current student (including anyone for whom the candidate has degree responsibility, such as students still finishing dissertations or final recitals) should not be included in this list.
4. After consultation with the candidate and the department chair/academic supervisor, the Associate Dean for Instruction will solicit letters from peer observers of the candidate's work (teaching or other activities) and will also include any observer's letter already in the candidate's file. Peer observation should be a continuing progress during the candidate's academic appointment and may be based on class or lesson observations (including video recordings), student recital hearings and juries, or on other performances or activities of students or the faculty member.
5. Unsolicited letters by anyone, including present students, mentors outside or inside the Jacobs School, professional colleagues, retired faculty, etc. may be submitted for inclusion in the dossier in a special section.

Substantiating materials for the dossier

Jacobs School reviewers take several factors into consideration in arriving at a recommendation to be submitted to the Dean. Appointments of lecturers to a long-term contract and promotion to senior lecturer are based on excellence in teaching and satisfactory service, and will be granted to colleagues who have demonstrated a commitment to continued professional growth and currency with pedagogical

developments in their fields. Promotion should principally be a judgment about prospects for future contributions. It is not necessary to demonstrate evidence of national recognition as a pedagogue, although of course such evidence may be incorporated into the dossier if appropriate.

Research and creative activity cannot be included as a basic category of evaluation. However, for lecturers, senior lecturers and professors of practice research/creative activity in support of teaching will be considered as part of the teaching dossier. Other research/creative activity may be considered as evidence of intellectual and musical engagement in the professional field that is generally indicative of long-term contributions valuable in classroom settings and to the campus in general.

Appointment of academic specialists to a long-term contract is based on demonstrated excellence in the assigned duties. Academic specialists may submit materials to substantiate the individual's impact on the Jacobs School of Music and the university community as they relate to assigned duties. Possible materials include evidence of mentorship, organizational activities, projects, teaching, research/creative activity or service.

Materials to substantiate any activities in teaching, research/creative activity, or service may be submitted for the dossier.

To be recommended for a long-term contract or for promotion, the reviewing committee must be satisfied that the faculty member has achieved or exceeded certain standards of the Jacobs School. These standards relate to the major criteria of the University and to the mission of the School.

Dossier Checklist

General

- Candidate provides a current CV including educational and employment history, teaching activities, service/engagement activities, and optionally research/creative activities. Academic specialists should include activities relevant to their assigned duties at Indiana University.
- Candidate also provides a statement (4-5 pages) providing context for past and future work. Lecturers, senior lecturers, and professors of practice should concentrate on teaching activities; academic specialists should concentrate on their work in assigned areas of responsibility. Candidates should indicate how their teaching or other academic duties have changed in reaction to student and peer comments, and discuss innovations in their work. Specific parts of the dossier may be referenced in the statement.
- Candidate provides a statement that articulates a personal teaching philosophy or professional mission statement.
- Other items in the "General" category will be added to the dossier by the Associate Dean for Instruction.

Evidence of Teaching

Contributions in the teaching area may be substantiated by the following, as appropriate to the specific discipline:

- a list of specific courses taught (including ensemble direction, chamber music coaching, and independent study supervision) and the enrollments listed by semester and academic year (including numbers and levels of applied students) (required)
- student evaluations over time (summaries of teaching evaluations, transcriptions of student comments) (required)
- peer evaluations (required)

Reports of annual observations by peers (usually from within the department), as well as selected outsiders, if appropriate. General topics for observation include the following:

- a) Use of time and space (arrival, classroom setup, lighting, etc.)
 - b) Instructional atmosphere
 - c) Rapport with students
 - d) Student reactions to instructor
 - e) Instructional methodology
- a list of independent study supervision, supervised minor field candidates, and doctoral committee work, if appropriate
 - copies of pedagogical books, articles, educational recordings, and other materials authored by the candidate.
 - guest teaching and presentations
 - pedagogical presentations both invited and competitive at regional, national, or international meetings or for a similar professional gathering
 - evidence of course development: syllabi, descriptions of innovative approaches to instruction, special curriculum design, incorporation of new technologies
 - workshops, festivals and lectures, including peer evaluations of presentations and materials, if available.
 - performances related to pedagogy
 - grants for curriculum development
 - teaching awards and recognition
 - evidence of student achievement

To be considered Excellent in teaching, the candidate must demonstrate the following, as applicable:

- the ability to attract and retain qualified major students in a specific performance area
- a high level of educational value and artistic quality for public performances of the various Jacobs School ensembles (for faculty members whose duties involve coaching, directing or conducting students in public performances)

- a high level of educational value, artistic quality, and success of students who perform solo or chamber recitals or who have significant solo roles in ensembles (for faculty members whose duties involve teaching and preparing students for these performances)
- demonstrated evidence of course development/innovation
- consistently high student evaluations
- student success in achieving professional placement (e.g. as a teacher or performer)

Evidence of Service

Contributions in the service area may be substantiated by the following:

- a list of the candidate's service activities, including committee work
- contributions to auditions, hearings, sectional rehearsals, and other similar activities
- reviews and publications (including pre-publication reviews) that are related to professional service
- social media on behalf of the JSOM and/or the IU community
- program notes, pre-concert lectures and panels, and other service to the public
- mentoring students, which may include: student advising, letters of recommendation for students, etc.
- recruitment
- program committees for festivals
- participation in professional organizations
- judging contests, administering exams, etc.
- community engagement activities
- performances and/or presentations in support of music service

Evidence of Research/Creative Activity in support of Teaching

Contributions in the research/creative activity area may be substantiated by the following:

- publications of any sort
- recitals on the Bloomington campus and elsewhere, including solo performances and performances with chamber groups, orchestras, or other ensembles
- performances and/or presentations related to scholarship
- creative activity such as choreography, stage direction, and stage design
- recordings and recording contracts
- development of new technologies

- digital scholarly projects
- interdisciplinary activities
- reviews of books, articles, compositions, performances, and other creative activity
- grants and contracts for research and/or creative activities
- awards and honors for research/creative activity

Review of the dossiers

All departmental tenured faculty and tenure-ineligible faculty on long-term contracts may vote on dossiers for promotion of lecturers to senior lecturers and for appointment to long-term contracts of other non-tenure track faculty. A departmental committee needs to include a minimum of three faculty, and ideally will include at least five. If the department itself does not provide enough people to comprise a full committee, the Associate Dean for Instruction will appoint additional members from departments with complementary interests.

A current faculty member within the department who has served as a mentor for the candidate may participate fully in the departmental discussion and voting. Retired/emeritus faculty and the spouse or partner of the candidate may not participate in the discussion or voting on either reappointment or promotion cases at any level.

The letter from the departmental faculty should include an exact vote in teaching, service, and research/creative activity, as appropriate. The categories for each of the votes are **Excellent, Very Good, Satisfactory, and Unsatisfactory**. The letter should also indicate an overall vote on the recommendation for long-term contract and/or promotion. The vote will indicate the number in each category: Yes, No, Absent, and Abstention. Lecturers/senior lecturers and professors of practice must be judged Excellent in teaching and at least Satisfactory in service. Academic specialists must be judged Excellent in the area of their assigned responsibilities and at least Satisfactory in general service.

Voting departmental faculty must have been involved in a discussion of the dossier and normally will be present when the vote is taken. If necessary, faculty may participate by various means of distance communication. Faculty members, however, may not give a proxy vote to another faculty member. The departmental letter will include a summary of comments both pro and con from all voting faculty.

The chairperson of the department also writes a letter evaluating the candidate and makes a recommendation for reappointment/promotion. The chair's letter includes comments on the contribution of the faculty member to the mission of the department and to the School.

At the school level, the Non-tenure Promotion and Policy Committee is appointed by the Dean, and includes two non-tenure track faculty on long-term contracts and three tenured associate or full professors. The voting categories and requirements are the same as those at the departmental level. Members of the School Committee must all be present for a vote.

Each member of the review committees will have access to all the materials in the dossier. Faculty members and administrators may make a recommendation or vote only once on any given case, and cannot participate at more than one level. All deliberations are confidential and should not be

communicated to anyone outside the process. At all levels of review, however, the recommendation and its rationale should be clearly communicated to both the candidate and to the subsequent levels of review.

During and after review of the dossiers

The candidate will be notified by the Associate Dean for Instruction if there is a negative vote for reappointment or promotion by a department chair and/or if there is a majority department or school committee vote against reappointment or promotion. The candidate may then write a letter of rebuttal or clarification, if desired, to be added to the dossier. The candidate may also write a letter clarifying remarks by anyone who has submitted material to the dossier. These letters should address matters of substance in the dossier rather than procedural matters. Questions about procedure should be directed to the Associate Dean for Instruction.

After the initial review of the dossier has begun, the contents of the dossier will be frozen. No person (including mentors and departmental chairs) other than the candidate may add rebuttal letters or comments based on the confidential materials and letters in the dossier. In exceptional circumstances, the candidate may add important additional materials to the dossiers, provided that all previous review committees are aware of the added material and are given an opportunity to respond.

The Dean of the Jacobs School will notify the candidate in writing of the Dean's decision.

DOSSIER CHECKLIST

Administrative

- Vote record
- Internal review letters (department, chair, school, dean)
- External review letters (outside department)
- Solicited letters
 - Teaching (Student letters)
 - Research and/or Service letters, if appropriate

General

- Department and school criteria
- Candidate's curriculum vitae
- Candidate's statement(s)
- Department list of referees and bios
- Candidate's list of referees and bios

[No Research/Creative Activity section for lecturers]

Teaching [not all categories will be applicable]

- List of courses taught (chronologically by semester, number of students enrolled, grade distribution) (includes chamber music coaching) (required)
- Sample of course materials (syllabi, exercises, assignments, exams, student work) (required)
- Graduate training

Student awards, honors, achievements (undergraduate, graduate) (professional positions, competitions, etc.)
Undergraduate research experiences and mentoring
Student course evaluations, including comments (required)
Unsolicited letters from former students
Evidence of learning outcomes
Peer evaluations (required)
Curricular development (including new courses, uses of technology in courses, new learning strategies)
Professional pedagogical development (workshops; learning communities, master classes)
Teaching publications (including scholarship of teaching and learning; textbooks)
Teaching awards, honors, grants
[New: Research in support of teaching]

Service/Engagement

Evidence of service to university, school, and department (committee service, departmental/school/university activities]
Evidence of service to the profession (including book reviews, judging, etc.)
Evidence of engagement with non-academic communities and agencies
[New: Research in support of service]