

Jacobs School of Music
Promotion Handbook for Lecturers
2023-2024



JACOBS SCHOOL OF MUSIC

INDIANA UNIVERSITY

Bloomington

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Overview: Dossier Preparation and Review

1. Dossier Preparation: Phase 1 (Fall 2022/Spring 2023)

Timeline for Phase 1:

Deadline	Candidate Responsibility	Department Chair Responsibility
November/December	Meet with Associate Dean for Instruction (ADI) to discuss candidate's area of excellence, preliminary lists of evaluators, and materials to be submitted for external review.	
January 15	Submit first draft of CV in Canvas.	
January 31	Submit first draft of short statement in Canvas.	
March 1		Begin contacting potential expert evaluators (for candidate and department, if applicable) and compile list of acceptances. Templates for writing to evaluators available in Canvas.
March 6	Submit in Canvas: <ul style="list-style-type: none"> • final draft of CV • final draft of statement 	
April 3	The following materials must be uploaded to Google Drive: <ul style="list-style-type: none"> • CV and short statement (as approved by ADI and chair) • items to send to expert evaluators The following materials must be submitted in Canvas: <ul style="list-style-type: none"> • a list of names reflecting the candidate's choices for expert evaluators and student evaluators (as described below), including contact information for all and a brief description of each expert evaluator's relationship to the candidate. 	The following materials must be submitted in Canvas: <ul style="list-style-type: none"> • a list of names reflecting the department's choices for expert evaluators (as described below), including contact information and a brief description of each evaluator's relationship to the candidate.

The first phase of dossier preparation focuses on the preparation of materials to be sent to expert evaluators. These materials typically include:

- a CV (see Appendix 1: Suggestions for Faculty CVs on page 19 of his handbook.)
- a short statement (3-5 pages) defining the candidate's chosen area of excellence as teaching and contextualizing the materials included for review (see Appendix 2: Suggestions for Preparing Short Statement and Evidence for Expert Evaluators on page 22 of this handbook)

- a sample of evidence for review by expert evaluators. (This evidence is specific to the area of excellence.) Common items provided to outside evaluators include:
 - pedagogical materials (syllabi, sample assignments, etc.)
 - videos of teaching or conducting
 - peer observations of teaching
 - evidence of student achievement
 - teaching evaluations
 - reprints of articles
 - Tables of Contents and parts of books
 - recordings
 - scores of compositions or arrangements with accompanying sound sources

See additional suggestions under “Evidence of Teaching” on page 16 of this handbook.

Candidates will consult with their department chair and with the ADI to determine the appropriate scope and quantity of materials to be sent out. All files should be converted to PDFs when appropriate.

This phase also includes the identification of letter writers in two categories:

1. Expert evaluators. For promotion to senior lecturer, evaluative letters for the dossier may be drawn from expert evaluators within the School or from the profession at large. Evaluators from within the School should not also be serving on the candidate’s review committee.

The candidate will supply a list of at least six people from outside the department to serve as expert evaluators. After discussion with appropriate members of the department or review committee, the review committee chair may compile a separate list of a maximum of four additional expert evaluators if desired. In both cases expert evaluators may be from the JSOM, the university, or outside of the university, but may not be within the candidate’s department.

For promotion to teaching professor, dossiers must include a minimum of six letters from external evaluators, three from a list prepared by the candidate and three from a list prepared by the review committee or school.

The review committee chair should contact all potential evaluators to determine their willingness to write a letter evaluating the candidate. The Associate Dean for Instruction will send the candidate’s dossier and a copy of the Jacobs School procedures for lecturer appointments to all those correspondents willing to participate.

2. Student evaluators. The candidate will identify former students (6-8) from whom to request letters of support.

See also “Letters for the Dossier” on page 12 of this handbook.

2. Dossier Preparation: Phase 2 (May – August 2023)

Timeline for Phase 2:

Deadline	Candidate Responsibility	Department Chair Responsibility
May	Begin populating eDossier with materials from Google Drive. (Contact Sherri Bishop for access if needed.)	
June	Continue to compile materials for dossier, consulting department chair and ADI as necessary.	
June 12	Submit revised CV and complete draft of personal statement in Canvas.	
July 1		Send suggestions for revisions to CV and personal statement to candidate and ADI.
August 1	All evidence must be uploaded to eDossier for review by ADI and chair.	
August 15		Schedule meeting(s) for departmental review of dossier (ideally during week of September 4) and report date(s) to ADI.
August 28	Completed dossier submitted.	Chair should be prepared to approve and route dossier to the department committee no later than one week before scheduled departmental review.

Following the submission of materials in Phase 1, the candidate will begin compiling the complete dossier to be submitted for review. Candidates typically have access to eDossiers beginning in May and are encouraged to begin populating their eDossier as soon as possible. A good first step would be to move all materials submitted for external review from Google Drive to eDossier.

Candidate's Personal Statement

One of the most important parts of this phase of dossier preparation is drafting the candidate's personal statement. The short statement provided for outside evaluations may be used as the basis to expand the personal statement as desired. Research/creative activity and service in support of teaching may also be addressed in this expanded version of the statement. This is also the place to describe the candidate's background, philosophy, etc., as appropriate. Although there are many ways to write an effective statement, the final statement should follow these guidelines as closely as possible:

- Length: 6-10 pages
- The statement should begin with a brief introduction containing biographical or philosophical context for the discussion of the candidate's work. The introduction should also confirm the candidate's chosen area of excellence as teaching.
- The narrative should go beyond a prose summary of the CV and should explain why individual contributions are significant to the candidate's work as a whole and to their field.
- The narrative should refer to specific evidence in the dossier and should include links to specific portions of the dossier whenever possible.
- The statement should end with a brief conclusion and may include discussion of future plans.

The candidate is encouraged to submit drafts of the statement to the ADI (via Canvas) as early as possible. (The first draft should be submitted no later than June 12.)

Compiling Materials for the Dossier

Candidates should consult the annotated eDossier checklist (pages 8-11 in this handbook) for recommendations regarding the compilation of substantiating evidence.

The candidate may add new items to the CV as appropriate. Revised drafts of the CV may be shared with the ADI in Canvas.

Candidates are strongly encouraged to create an index of materials included in the Teaching section of the eDossier. This index should provide links to specific items in each folder to give each reviewer a clear overview of the materials submitted. The index file should be uploaded to the first folder in the Teaching section and given a clear file name. Links to each index should also be included at the end of the candidate's personal statement. Please consult the Office of the ADI for assistance with the preparation of these indices.

For additional guidance in preparing the complete dossier, the candidate should consult the following portion of this handbook:

- eDossier Overview (page 6)
- Procedures in the Jacobs School of Music for Long-Term Contracts and Promotion Decisions (pages 12-18)

3. Dossier Review (Fall 2023/Spring 2024)

Starting September 1: Electronic dossiers are reviewed by the department for an exact vote on each area and an overall recommendation. Department chair writes departmental summary and separate chair's letter by Friday, September 22.

Starting September 25: Electronic dossiers are reviewed by the School Committee for an exact vote in teaching and an overall recommendation. Chair writes letters on behalf of the committee by Friday, November 3.

November 6: The Dean of the School begins reviewing electronic dossiers.

November 30: Dossiers routed to the Vice Provost for Faculty and Academic Affairs (VPFAA).

January-March: Dossier is reviewed by the Campus Committee, the VPFAA, the Provost, and the President.

April: The Board of Trustees meets; the candidate is notified of the results.

Additional Resources

Campus Guidelines for Promotion Reviews for Research, Teaching, and Clinical Ranks

https://vpfaa.indiana.edu/doc/NTT%20Promotion%20Guidelines_6.1.21.pdf

eDossier User Guide

https://apps.iu.edu/edo-prd/EdoHelpGuide.do?tabId=help&nid=cklst_0_0

eDossier Overview

Basics:

- 24/7 secure access
- Accessible via One.IU
- System should be available to begin uploading materials in late spring

Routing the dossier:

1. Candidate/Department Chair (checklist)
2. Departmental Committee
3. Department Chair
4. School Committee
5. Dean
6. Campus Committee
7. Vice Provost for Faculty and Academic Affairs
8. Provost
9. President

For candidates:

- Checklist will be visible at all stages
- Can name delegate to help with uploading
- Dossier is frozen once department chair approves at checklist level—any revised or new files must be submitted via “Supplemental Materials” folder
- No access to letters or vote records

For department chairs:

- Department chair must approve at checklist level before dossier routes to departmental committee
 - ADI will also be given access for this stage
- Departmental committee will receive e-notification when dossier is ready to view
 - We will need to manually enter the names of committee members to prompt notifications
 - Departmental committee members will have access to candidate materials and all letters
 - Committee members should not save, print, or share any letters
- Vote records are frozen once entered
 - If a re-vote is necessary, the new vote will be appended and will not replace previous vote
- Vote records are not broken down by category (i.e., this information must be included in letters)
- Letters are frozen once dossier is routed beyond departmental level
- If department chair is also chair of departmental committee, must record votes and upload letters at both department level and chair level

Supplemental materials:

- Materials may be added at any time during review process (documents will be date- and time-stamped)
- When new materials are added, notifications are sent only to principals at each level
- Notification at current level of review is FYI only—no action is needed
- Notification for principals at past levels will prompt acknowledgment of new material
 - acknowledge vs. acknowledge with action
- Candidate may also use “Supplemental Materials” folder to respond to negative votes

eDossier Checklist

Materials provided by chair of departmental committee and uploaded by ADI

Materials uploaded by ADI

All other materials uploaded by candidate

Folder	eDossier description (where available)	ADI comments	Notes
Solicited Letters <i>(not visible to candidate)</i>			
Teaching	Solicited letters from students		
Research	Solicited letters from collaborators	Typically includes solicited letters from IU/JSOM faculty (even if not collaborators).	
Service	Solicited letters from service entities	May include solicited letters from IU/JSOM faculty who write specifically about committee work or other service contributions.	
Supplemental – Post Submission			
Supplemental Supporting Items	Including any supporting material added to the dossier after submitting for consideration		
General			
Department and School Criteria	Expectations for Tenure/Promotion	May also include departmental criteria.	
Candidate's CV	On CV: indicate peer reviewed publications; list separately publications to be considered research, teaching or service; and, for promotion to full, indicate work done since appointment as associate professor.	May also include supplemental files or appendices.	

Folder	eDossier description (where available)	ADI comments	Notes
Candidate's Statements	Statement(s) on Research/Creative Activity, Teaching, and Service/Engagement		
Department (School) List of Prospective Referees	Include brief summary of credentials and relationship(s) with candidate.	Compiled in consultation with department.	
Candidate's List of Prospective Referees	Include brief summary of credentials and relationship(s) with candidate.	Compiled in consultation with candidate.	
Teaching			
List of Courses Taught	List chronologically by semester, number of students enrolled, and grade distribution	An index or table of contents for the Teaching folder as a whole is strongly recommended. Grade distribution charts prepared by Office of ADI based on database maintained by the Office of the Registrar. May include supplemental memo for faculty whose courses have small enrollment.	
Sample of Course Materials	Syllabi, exercises, assignments, exams, student work, etc.		
Graduate Training	List PhD [DM, DME] and Masters, role (e.g., chair, committee member), and include dissertation titles.	May duplicate listings from CV. Separate by degree if appropriate.	
Student Awards, Honors, Collaborative Publications, Achievements		May duplicate listings from CV.	
Undergraduate Research Experiences and Mentoring		May duplicate listings from CV.	
Student Course Evaluations	Include a summary of quantitative data and all qualitative responses gathered	Prepared by Office of ADI and uploaded/organized in consultation with	

Folder	eDossier description (where available)	ADI comments	Notes
	from student evaluation forms. <u>Do not scan nor upload individual student evaluation forms.</u>	candidate. May include various formats (JSoM online reports, BEST reports/comments, OCQ reports, ensemble reports, etc.).	
Unsolicited Letters from Former Students			
Evidence of Learning Outcomes	Document assessment strategies, supporting data, and any pedagogical adjustments made.		
Peer Evaluations	Solicited by the chair or dean, these include letters from peer observers and or teaching mentors.		
Curricular Development	Includes new courses and/or programs, and evidence of impact		
Professional Pedagogical Development	Workshops, learning communities, master classes, etc.		
Teaching Publications	Includes scholarship of teaching and learning, pedagogical articles (note refereed), textbooks		
Teaching Awards, Honors, Grants, Fellowships			
Research in Support of Teaching			
Service/Engagement			
Evidence of Service to the University, School and Department		May duplicate listings from CV.	

Folder	eDossier description (where available)	ADI comments	Notes
Evidence of Service to the Profession		May duplicate listings from CV.	
Evidence of Engagement with Non-Academic Communities and Agencies		May duplicate listings from CV.	
Research in Support of Service			

PROCEDURES IN THE JACOBS SCHOOL OF MUSIC
FOR LONG-TERM CONTRACTS AND PROMOTION DECISIONS
(Lecturers, Senior Lecturers, and Teaching Professors)

Lecturers in the Jacobs School of Music who are appointed on a probationary contract are eligible for promotion to senior lecturer and appointment to a long-term contract at any time after three years as a full-time faculty member. Such consideration must occur during the sixth year of appointment.

Senior lecturers 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. Senior lecturers who have been in rank for at least three years may be considered for promotion to teaching professor. If promotion is denied, the candidate may request another review in a later year, and as many times as desired.

Lecturers, senior lecturers, and teaching professors are academic appointees whose primary responsibility is teaching. Thus, teaching is the main basis of evaluation. Although not required, research/creative activity and service in support of teaching may be considered as well. Recommendations for promotion and appointment to a long-term contract come from the department, the department chair, the Jacobs School of Music Non-tenure Promotion and Policy Committee, the Dean, and the campus.

The department or review committee shall have responsibility for conducting annual reviews of the work of the lecturer during the probationary appointment and will advise the candidate on areas of work which are progressing towards the demonstration of excellence and areas which need improvement in order to advance their case. The review committee should solicit peer evaluations as a part of each annual review.

Reappointment, Promotion, and Long-term Contract Decisions.

In the first year of appointment, all lecturers and senior lecturers and their chair will be notified in writing by the Associate Dean for Instruction (ADI) of policies and procedures for reappointment and long-term contracts. They also will be given a dossier checklist of items to assemble. In the case of a small department, a review committee will be appointed at the time of hire. This typically includes members of the department who are eligible to vote on NTT reappointment, promotion, and long-term contract decisions. For faculty who are not members of a department, a five-member review committee will be appointed by the ADI. The review committee should solicit peer evaluations as a part of each annual review. Reappointment, promotion, and long-term contract decisions will be final at the campus level.

Letters for the dossier

For promotion to senior lecturer, evaluative letters for the dossier may be drawn from expert evaluators within the School or from the profession at large. Evaluators from within the School should not also be serving on the candidate's review committee

The candidate will supply a list of at least six people from outside the department to serve as expert evaluators. The candidate should include a short statement about their connection to each person.

After discussion with appropriate members of the department or review committee, the review committee chair may compile a separate list of a maximum of four additional expert evaluators if desired. The connection of the candidate to these evaluators (if any) should also be explained. In both cases expert evaluators may be from the JSoM, the university, or outside of the university, but may not be within the candidate's department.

For promotion to teaching professor, dossiers must include a minimum of six letters from external evaluators, three from a list prepared by the candidate and three from a list prepared by the review committee or school. The review committee chair should contact all potential evaluators to determine their willingness to write a letter evaluating the candidate. The Associate Dean for Instruction will send the candidate's dossier and a copy of the Jacobs School procedures for lecturer appointments to all those correspondents willing to participate. The dossier should include the candidate's personal statement, Curriculum Vita, and evidence that demonstrates excellence in teaching including teaching evaluations and peer evaluations.

Candidates should provide a list of six to eight former students to be solicited for letters. Any current student (including anyone for whom the candidate has degree responsibilities, such as students still finishing dissertations or final recitals) should not be included on this list. Contact information must be provided for each student.

After consultation with the candidate and the review committee chair, the ADI will solicit letters from peer observers of the candidate's work (teaching or other activities in support of teaching including video recordings, student recital hearings and juries, or on other performances or activities of students or the faculty member.) Unsolicited letters from anyone, including present students, mentors outside or inside the Jacobs School of Music, professional colleagues, retired faculty, etc. may be submitted for inclusion in the dossier in a special section.

Review by Committees

After the dossier is complete including the evaluative letters, it is submitted to several stages of review within the Jacobs School of Music.

Tenured faculty and NTT faculty on long-term contracts may vote on cases for promotion of lecturers to senior lecturers and for appointment of senior lecturers to long-term contracts. Full professors, professors of practice on long-term contracts and teaching professors may vote on dossiers for promotion of senior lecturers to teaching professors. A review committee must include a minimum of three faculty and ideally will include at least five. If a department does not provide enough people to comprise a full committee, the ADI will appoint additional members from departments with complementary interests. If the candidate is not in a department, the ADI will appoint a five-member review committee.

A current faculty member who has served as a mentor for the candidate may participate fully in the review committee discussion and voting. Retired/emeritus faculty and the spouse or partner

of the candidate may not participate in the discussion or voting on promotion or long-term contract appointment.

The letter from the review committee must include an exact vote in teaching, the sole area considered for lecturers. There will not be a separate vote for research/creative activity or service; however, these two areas may be considered in support of teaching as appropriate. The categories for the vote are **Excellent, Very Good, Effective, and Ineffective**. The letter should also report the vote for promotion or long-term contract appointment including the number of votes in each category: Yes, No, Absent, and Abstention. An overall vote recommendation for promotion or long-term contract appointment necessitates that the candidate receive a majority vote of Excellent in teaching. A committee member must vote Excellent in Teaching to vote Yes for a long-term contract.

Voting 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 review committee letter will include a summary of comments regarding strengths and areas of concern from all voting faculty.

The review committee chairperson also writes a letter evaluating the candidate and makes a recommendation for promotion and/or long-term contract appointment. The chair's letter should include comments on the contribution of the faculty member to the mission of the School.

The next stage of assessment and voting is conducted at the school level by the NTT Promotion and Policy Committee, which is appointed by the Dean, and includes two non-tenure track faculty on long-term contracts and three tenured associate or full professors. If the NTT Promotion and Policy Committee will be reviewing dossiers of candidates for the rank of teaching professor, the NTT faculty on the committee must be teaching professors or professors of practice on long term contracts, and the other three members must be full professors. If there are not teaching professors or professors of practice on long term contracts available to serve on the NTT Promotion and Policy Committee, then full professors will be appointed to the committee to vote on teaching professor cases. The voting categories and requirements are the same as those at the review committee level. Members of the Non-tenure Track Promotion and Policy Committee must all be present for a vote. If necessary, faculty may participate by various means of distance communication. Faculty members, however, may not give a proxy vote to another faculty member.

Each member of both 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.

The candidate will be notified by the ADI if there are any overall votes of "no" for reappointment or promotion by a review committee chair and/or if there is a majority review committee or school committee vote against promotion or long-term contract appointment at

either the review committee or school committee level. If desired, the candidate may then write a letter of rebuttal or clarification which will 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 ADI.

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 after consultation with the ADI, provided that all previous review committees are aware of the added material and are given an opportunity to respond.

The Office of the Vice Provost for Faculty and Academic Affairs will notify the candidate of the final decision in writing.

Several factors are taken into consideration in arriving at a recommendation to be submitted to the campus. Appointments of lecturers to a long-term contract and promotion to the ranks of senior lecturer and teaching professor are based on excellence in teaching. Research/creative activity and service in support of teaching will be considered as appropriate. The rank of senior lecturer and promotion to a long-term contract 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. Promotion to the rank of teaching professor will be granted to individuals who demonstrate sustained excellence in teaching and pedagogical leadership that extends beyond the Jacobs School of Music or the campus.

Materials to substantiate teaching must be included in the dossier. Research/creative activity and service cannot be included as separate categories of evaluation; however, they can be considered in support of teaching as part of the teaching dossier. Research/creative activity and service may provide additional evidence of intellectual and musical engagement in the profession that is generally indicative of long-term contributions valuable in classroom settings and to the campus in general.

Components of the dossier

Administrative

- Vote record
- Internal review letters (review committee, chair, school, dean)
- External review letters (outside department)
- Any other solicited letters

General

- The candidate will provide a current CV including educational and employment history and achievements in the area of teaching, and research/creative activity and service in support of teaching.
- The candidate will provide a statement (4-5 pages), which should begin with a brief introduction articulating a personal teaching philosophy or outlining a professional

mission statement. The remainder of the statement should focus on specific evidence demonstrating the quality of teaching. It should contextualize the evidence provided and address its significance. 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.

- Lists of expert evaluators, and their biographies (to be assembled by the candidate and the Review Committee as appropriate).
- The Associate Dean for Instruction will include copies of department and/or school criteria.

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)
- reports of annual observations by peers (usually from within the review committee, as well as selected outside evaluators, where appropriate). Guidelines for peer evaluations will be provided by the Office of the Associate Dean for Instruction. (required)
- other peer evaluations as available
- a list of independent study supervision, supervised minor field candidates, and doctoral committee work, if appropriate
- evidence of student achievement
- the ability to attract and retain qualified major students in a specific performance area
- evidence of course development: syllabi, descriptions of innovative approaches to instruction, special curriculum design, incorporation of new technologies
- performances related to pedagogy
- copies of pedagogical books, articles, educational recordings, and other materials authored by the candidate
- pedagogical presentations, both invited and competitive at regional, national, or international meetings or for a similar professional gathering
- workshops, festivals, and lectures; including peer evaluations of presentations and materials, if available
- guest teaching and presentations
- grants for curriculum development
- teaching awards and recognition

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

Evidence of Service in support of Teaching

Contributions in the service area may be substantiated by the following (as appropriate?):

- a list of the candidate's service activities, including committee work
- contributions to auditions, hearings, rehearsals, student recitals, concerto competitions, 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

Promotion to Senior Lecturer

To be considered Excellent in teaching for promotion to Senior Lecturer, the candidate must

demonstrate a high level of current achievement in teaching and the potential to sustain and extend this work in the future. Excellence may be substantiated by evidence in any of the categories of the dossier.

Promotion to Teaching Professor

To be considered Excellent in teaching for promotion to Teaching Professor, the candidate must show significant pedagogical leadership and demonstrate sustained and significant professional work that has the potential to continue in the future. Pedagogical leadership is demonstrated by impact beyond the Jacobs School of Music or the campus and may be substantiated by evidence in any of the categories of the dossier.

Overview of the Timetable for Dossier Preparation and Evaluation

November, Year 5:

The candidate is notified of deadlines and advised of procedures for collection of material. The supervising faculty member and the candidate should review the Memorandum of Understanding at this time, and draft final amendments to it if necessary.

Late Spring, Year 5

The candidate submits to the office of the ADI a curriculum vita and a list of names of possible evaluators for the dossier. If the candidate desires, names of external evaluators may also be submitted. The academic supervisor and the review committee shall, if desired, submit names of possible evaluators.

Early Fall, Year 6

The candidate's completed dossier must be ready for action by the review committee. The dossier will be approved by the supervising faculty member after discussion with the candidate.

The dossier is submitted to the review committee.

The dossier, including recommendations from the review committee and the academic supervisor, is submitted to Jacobs School of Music Non-tenure Promotion and Policy Committee.

Mid-Fall, Year 6

The dossier, including recommendations from all previous evaluations, is submitted to Dean.

Appendix 1: Suggestions for Faculty CVs for Promotion and/or Appointment to a Long-Term Contract

General Suggestions

1. Dated entries should be in reverse chronological order in each section.
2. Non-dated entries should generally be in alphabetical or alpha-numeric order.
3. Short narrative passages are acceptable (and even encouraged) to contextualize contributions in a particular area.
4. Your area of excellence should be the first section after Section 3 below.

Format

1. Include page numbers!
2. Use 1-inch margins on all four sides.
3. Use the same 12-point font throughout the document. (The only exception may be some larger headings.)
4. Headings should be bolded.
5. Use the tab bar to create indented content (rather than individual spaces or tables).
6. Single-space each section but leave enough white space so text can be read easily.
7. Use of a pre-formatted CV template is not recommended.

Order

1. **Personal information**

name in larger font, bolded
school address, phone, e-mail
home address, phone, if desired

2. **Education**

Degrees, diplomas (name of degree/diploma)
Major (minors if desired)
School, date
Dissertation title/research advisor or major teachers
Other certificates/kinds of study

3. **Academic and other employment**

Indiana University positions (titles, dates)
Other university positions
(could include graduate school teaching and adjunct positions, if desired)
Other kinds of teaching
Summer camps/festivals/music programs
Invited short-term teaching at other schools/musical organizations
Other kinds of educational employment

For sections 4, 5, and 6:

Include all activities prior to date of hire, including work at other schools or musical organizations.

4. Teaching

List of courses taught Sample format: MUS T151, Music Theory and Literature I (3 cr.)

Curriculum development (courses you have developed or significantly revised and/or development or revision of degrees, minors, certificates, etc.)

Pedagogical publications, compositions, and arrangements,
including instructional materials of any sort

Guest master classes/clinics/lectures (if long-term or recurring, could go under Teaching Experience) Format should be consistent within each category.

Doctoral advisory/research committees

Names of students and their degrees; position on the committee (chair, research director, minor field representative, etc.)

If relevant, include titles of dissertations/documents

Teaching awards/grants

Student awards and accomplishments

Independent studies

5. Research/Creative activity in Support of Teaching

Publications (books, book chapters, articles, compositions, etc.)

Performances (including performances of compositions, choreography, conducting, etc.)

Work in progress/under editorial review

Invited papers/presentations

Discography: CDs/video or other media

Research grants/awards

Reviews/citations of research/creative activity

Entries should be consistent within each category. For example for a performance:

Title of Work, Composer

Role

Venue

City, State

6. Service in Support of Teaching

Service to the Profession

Service to the University/Campus

Service to the School

Service to the Department

Service to the Community

Entries within each of the above categories may include:

Adjudication
Panels/conferences organized and coordinated
Editorial work, including reviewing
Service publications/performances

In each listing, include role, especially if chair of committee, chair of a department, officer in an organization, etc.

7. **Additional categories**, if desired: memberships in professional organizations, special awards/honors, etc.

Further Suggestions:

For Research and Creative Activity listings, masterclasses/clinics, and pedagogical publications:

- Make sure citation is complete (article name, journal title, date, page numbers, etc. or book title, publisher, date or CD/video citation, etc.).
- Indicate importance of activity: refereed/invited articles, conference presentations, etc. should be starred or listed separately.
- Avoid repetition (listing several times separately the same paper presentation, performance, master class at the same place) by grouping together all instances of the same/similar activity and indicating a series of dates.
- Do not list chronologically by year a series of ungrouped activities; group research/performances/compositions/masterclasses/pedagogical publications in some logical way:

Work in progress, published books/compositions, published articles....

Invited papers, refereed papers, etc.

Performances/masterclasses internationally, nationally, regional/state, local
(all IU activities grouped together)

Performances could also be grouped by type of ensemble (e.g. solo, chamber, orchestral) or by repertoire (listed by composer)

- Consider moving a lengthy list of performances to a separate appendix.
- Look at all of your listings to see if the most important items are immediately apparent to a new reader.
- Include citations and reviews of your work, if relevant, either with specific citations or electronic links. If there are extensive reviews, consider moving to a separate appendix.

Appendix 2: Suggestions for Preparing Short Statement and Evidence for Expert Evaluators

Area of Excellence for Promotion/Appointment to Long-Term Contract: **Teaching**

Select substantiating materials for the dossier that most strongly supports your case in the area that you have chosen (see pages 16-17 of this handbook). Answer the following questions about each piece of evidence that you select.

- Why did you select this evidence?
- What is its significance for your case?
- How does it contribute to your department, the school, and/or your national or international stature in your field?

Item #1 _____

Item #2 _____

Item #3 _____

Item #4 _____

Item #5 _____

Item #6 _____

Your short statement (3-5 pages) should have a brief introduction (1-2 paragraphs at most) that states your chosen area of excellence and provides brief background and context. The bulk of the statement should present the evidence that you have chosen and address the questions above. It is helpful to embed links to the evidence in the statement. Conclude with a paragraph that summarizes and looks to the future.