

Jacobs School of Music  
Promotion and Tenure Handbook  
2020-2021



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# Overview: Dossier Preparation and Review

## **1. Dossier Preparation: Phase 1 (Fall 2019/Spring 2020)**

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

- a CV (see Appendix 1: Suggestions for Faculty CVs on page 22 of his handbook.)
- a short statement (3-5 pages) defining the candidate's chosen area of excellence and contextualizing the materials included for review (see Appendix 2: Suggestions for Preparing Short Statement and Evidence for Outside Evaluators on page 25 of this handbook)
- a sample of evidence for review by outside evaluators. Common items provided to outside evaluators include:
  - reprints of articles
  - Tables of Contents and parts of books
  - recordings
  - scores of compositions or arrangements with accompanying sound sources
  - pedagogical materials (syllabi, sample assignments, etc.)
  - videos of teaching or conducting
  - peer observations of teaching

See additional suggestions under “Substantiating materials for the dossier” on pages 16-19 of this handbook.

Candidates will consult with their department chair and with the Associate Dean for Instruction (ADI) to determine the appropriate scope and quantity of materials to be sent out.

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

1. Outside evaluators. The candidate and the department chair will each submit a list of names (typically 5-6 names for each list). Evaluators should have university connections or significant professional standing. For tenure dossiers the choices should include tenured faculty and, if possible, full professors. For promotion to full professor the choices should include tenured full professors. It is usually not appropriate to include the candidate's dissertation advisor or major teacher, or former colleagues and/or close professional collaborators. The department chair should contact each person to assure willingness to write. (It is not appropriate for the candidate to have direct contact with outside evaluators at any point during the review process.)

2. Student evaluators. The candidate will identify former students (5-10) from whom to request letters of support.

3. IU faculty outside the candidate's department. This category may include faculty inside or outside the JSOM. If the candidate desires, the list could also include faculty who are not tenured and/or not full professors, or IU staff members, if these individuals have an important perspective on the candidate.

See also “Letters for the Dossier” on pages 14-16 of this handbook.

**Timeline for Phase 1:**

<b>Deadline</b>	<b>Candidate Responsibility</b>	<b>Department Chair Responsibility</b>
<b>November/December</b>	Meet with ADI to discuss candidate's area of excellence, preliminary lists of evaluators, and materials to be submitted for external review.	
<b>January 13</b>	Send draft of CV to ADI.	
<b>January 31</b>	Send draft of short statement to ADI	
<b>March 1</b>		Contact potential outside evaluators and compile list of acceptances. Templates for writing to evaluators available upon request.
<b>March 9</b>	Send to ADI: <ul style="list-style-type: none"> <li>• final draft of CV</li> <li>• final draft of statement</li> <li>• a one-sentence confirmation (in writing) of the candidate's chosen area of excellence, usually research/creative activity, teaching, or balanced case. Department must agree with chosen area.</li> </ul>	
<b>April 1</b>	The following materials must be submitted electronically (typically via Box) to the ADI: <ul style="list-style-type: none"> <li>• a list of names reflecting the candidate's choices for outside evaluators, student evaluators, and letters from IU faculty outside the candidate's department (as described above), including contact information for all and a brief description of each outside evaluator's relationship to the candidate.</li> <li>• CV and statement</li> <li>• items to send to outside evaluators</li> </ul>	The following materials must be submitted electronically (typically via Box) to the ADI: <ul style="list-style-type: none"> <li>• A list of names reflecting the department's choices for outside evaluators (as described above), including contact information and a brief description of each evaluator's relationship to the candidate.</li> </ul>

**2. Dossier Preparation: Phase 2 (Summer 2020)**

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 Box 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 for a more extensive personal statement, though each of the three areas for evaluation (research/creative activity, teaching, and service) must be addressed in greater detail. This is also the place to describe your 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: 10-15 pages
- The statement should begin with a brief introduction containing biographical or philosophical context for the discussion of the candidate's work.
- All three areas for evaluation (research/creative activity, teaching, and service) must be addressed. Discussion of the candidate's area of emphasis should be the first and most extensive section of the statement.
- The narrative should go beyond a prose summary of the CV—be sure to explain why individual contributions are significant to your work as a whole and to your field.
- The narrative should refer to specific evidence in the dossier and should include links to specific portions of the dossier whenever possible. Evidence can only be used in support of one area.
- The statement should end with a brief conclusion and may include discussion of future plans.

The candidate is encouraged to send drafts of the statement to the ADI as early as possible.

### **Compiling Materials for the Dossier**

Candidates should consult the annotated eDossier checklist (pages 8-12 in this handbook) for recommendations regarding the compilation of substantiating evidence.

The candidate may add new items to the CV as appropriate.

Candidates are strongly encouraged to create an index of materials included in the Research/Creative Activity and Teaching sections of the eDossier. These indices should provide links to specific items in each folder to give each reviewer a clear overview of the materials submitted. The index files should be uploaded to the first folder in each 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)
- Special Procedures in the Jacobs School of Music for Tenure and Promotion Decisions (pages 13-21)

**Timeline for Phase 2:**

<b>Deadline</b>	<b>Candidate Responsibility</b>	<b>Department Chair Responsibility</b>
<b>May</b>	Begin populating eDossier with materials from Box.	
<b>June/July</b>	Continue to compile materials for dossier, consulting department chair and ADI as necessary.	Compile material for “Evidence for the Stature/Visibility of Journals, Presses or Artistic Venues.” Submit to ADI when complete.
<b>July 1</b>	Send revised CV and complete draft of personal statement to department chair and ADI for suggestions and revisions.	
<b>July 15</b>		Send suggestions for revisions to CV and personal statement to candidate and ADI.
<b>August 1</b>		Begin preliminary review of materials in eDossier.
<b>August 24</b>		Schedule meeting(s) for departmental review of dossier in early September.
<b>September 1</b>	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.

**3. Dossier Review (Fall 2020/Spring 2021)**

**Starting September 1:** Electronic dossier is 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 (tenure letters due by Friday, September 18; promotion letters by Friday, September 25).

**Starting September 18:** Electronic dossier is reviewed by the School Committee for an exact vote on each area and an overall recommendation. Chair writes letter on behalf of the committee (tenure letters due by Friday, October 9; promotion letters by Friday, October 30).

**October 12:** The Dean of the School begins reviewing electronic dossiers.

**October 30:** Tenure dossiers routed to the Vice Provost for Faculty and Academic Affairs (VPFAA).

**November 16:** Promotion 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 Tenure and Promotion Dossiers**

<https://vpfaa.indiana.edu/doc/pt-revised-review-guidelines.pdf>

#### **eDossier User Guide**

[https://apps.iu.edu/edo-prd/EdoHelpGuide.do?tabId=help&nid=cklst\\_0\\_0](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
<b>Solicited Letters</b> <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.	
<b>Supplemental – Post Submission</b>			
Supplemental Supporting Items	Including any supporting material added to the dossier after submitting for consideration		
<b>General</b>			
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.	
Research/Creative Activity			
Copies of Publications and/or Evidence of Creative Work		An index or table of contents for the Research/Creative Activity folder as a whole is strongly recommended.  Evidence could take various forms (print, video, audio, etc.).	
Reviews of Candidate's Books, Creative Performances and Exhibitions			
List of Grants Applied for/Received	For each grant, include cover sheet or abstract, funding source, dollar amount requested and awarded, and role (e.g., PI, co-PI etc.)		
Copies of Manuscripts or Creative Works in Progress			
Evidence for the Impact/Influence of Publications or Creative Works	For example, citations.		

Folder	eDossier description (where available)	ADI comments	Notes
Evidence for the Stature/Visibility of Journals, Presses or Artistic Venues			
Awards and Honors for Research/Creative Activity			
Candidate's Contributions to Collaborative Projects	Letters from collaborators.	May duplicate entries found in "Solicited Letters."	
<b>Teaching</b>			
List of Courses Taught	List chronologically by semester, <a href="#">number of students enrolled, and grade distribution</a>	An index or table of contents for the Teaching folder as a whole is strongly recommended. <a href="#">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.</a>	
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.	

Folder	eDossier description (where available)	ADI comments	Notes
Student Course Evaluations	Include a <u>summary</u> of quantitative data <i>and all</i> qualitative responses gathered from student evaluation forms. <u>Do not</u> scan nor upload individual student evaluation forms.	Prepared by Office of ADI and uploaded/organized in consultation with 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			
Service/Engagement			
Evidence of Service to the University, School and Department		May duplicate listings from CV.	

<b>Folder</b>	<b>eDossier description (where available)</b>	<b>ADI comments</b>	<b>Notes</b>
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.	

# Procedures in the Jacobs School of Music for Tenure and Promotion Decisions<sup>1</sup>

## (Tenure-track and tenured faculty)

### Construction of the dossier

The candidate's dossier serves as the communication vehicle to all reviewing bodies. Each candidate for tenure and/or promotion develops most parts of the dossier, and may request access at any time to other material in the dossier according to the "Access to Records" policy of Indiana University. Collection of materials and construction of the dossier are extremely important tasks.

The Associate Dean for Instruction and the staff of this office will initiate the process according to guidelines issued by the Vice Provost for Faculty and Academic Affairs (VPFAA) and will aid the candidate in completing the process according to a timetable (below) designed to have proper materials available to meet University deadlines. Since it is the candidate who knows his/her background and accomplishments best and who has the materials at hand and on file, it is the candidate's responsibility to collect and organize them with the assistance of materials available online from the Office of the Vice Provost for Faculty and Academic Affairs, together with the help of the Associate Dean for Instruction of the Jacobs School.

### Time in rank before consideration for tenure and promotion

The tenure probationary period may not exceed seven years, and thus a tenure dossier must be presented at the beginning of the sixth year of a faculty appointment. Preparations for the dossier will be made in the spring of the fifth year. Tenure-track assistant professors will be considered concurrently for promotion to associate professor. In unusual situations a faculty member, with the support of the department, may be considered for early tenure, but in no case will preparation of a dossier begin earlier than the **fourth semester** of a full-time tenure-track appointment. A faculty member who applies for early tenure should expect only one full tenure review at the campus and university levels. The faculty member may withdraw the request for early tenure before the dossier is submitted to the Office of the VPFAA, especially if negative recommendations have been made at the department or school level or if the dossier is incomplete.

Typically a faculty member is in rank as an associate professor for ten to twelve semesters before preparing a dossier for promotion to full professor. At a minimum the time in rank as an associate professor must be at least **four semesters**. Within these guidelines promotion dossiers for full professor may be prepared at any time.

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<sup>1</sup> Revised February 2004; updated April 2005, February 2007, March 2010, February 2015, February 2016, February 2017.

## Timetable for review

The timetable used by the Jacobs School for assembling and reviewing a dossier is as follows:<sup>2</sup>

- November Candidate notified of deadlines and advised as to material collection procedures.  
Early April The candidate's department submits to the office of the Associate Dean for Instruction a departmental list of names of external evaluators.

The candidate submits to the office of the Associate Dean for Instruction:

- a curriculum vitæ
- a list of names of external evaluators, IU non-departmental colleagues and former students
- all materials to be sent to outside evaluators

The candidate should also specify in writing the area or areas of excellence to be considered in the dossier.

- September 1 Candidate's completed electronic dossier must be ready for action by the department. The dossier will be inventoried by the chair of the departmental tenure/promotion committee and the Associate Dean for Instruction. After any revisions are made by the candidate, the dossier will be routed to the departmental committee members. Candidates for promotion who have not submitted their complete dossier by September 1 will not be reviewed for promotion during the current year, but may submit their materials for the next year's review.
- Early September Dossiers routed to departments for action by department and chairperson.
- Late September Dossiers routed by the departmental committee chair to Jacobs School of Music Promotion and Tenure Committee.
- mid-October Tenure dossiers routed to the Dean of the Jacobs School of Music by the chair of the School Promotion and Tenure Committee.
- November 1 Tenure dossiers routed to VPFAA's office by the Dean.
- mid-November Promotion dossiers routed to the Dean of the Jacobs School of Music by the chair of the School Promotion and Tenure Committee.
- December 1 Promotion dossiers routed to VPFAA's office by the Dean.

## Letters for the dossier

1. The candidate should discuss with the chairperson of the department the area(s) of excellence. The area or areas must be identified in all solicited letters on behalf of the

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<sup>2</sup> This timeline provides a general overview of dates and deadlines. For dates specific to 2018-2019, see pages 2-4 of this handbook.

candidate and must be one(s) in which the candidate and the department are in agreement.

2. The candidate will supply a list of five to six people from outside Indiana University. The candidate should include a short statement about his/her connection to each person, the standing of the individual in the field, and any other justification for the person's serving as an evaluator. Usually most evaluators should have university connections, or should be selected because their professional standing provides an important perspective on the candidate's work. The department chair should check with the evaluators to be sure they are willing to write a letter.
3. After discussion with the appropriate members of the department (tenured or tenured full professors), the departmental chairperson will compile a separate list of five to six people from outside Indiana University, checking the candidate's list so that there is a minimum duplication of names. The connection of the candidate to these evaluators should also be explained, along with their standing in the field; most should have a less direct connection with the candidate. The department chair should check with these evaluators to be sure they are willing to write a letter.

Note: The outside evaluators suggested by both the candidate and the department should be tenured faculty (and full professors, if a promotion dossier for full professor is being prepared), or should have equivalent professional qualifications. Most of the outside evaluators should not have a significant relationship with the candidate (such as thesis advisor, co-author, former colleague or classmate); in all cases the relationship between the reviewer and the candidate should be clearly explained.

4. The Associate Dean for Instruction will write letters to these outside evaluators (a minimum of nine people). They will each be sent materials electronically: the candidate's vita, the Jacobs School procedures, and an appropriate selection of publications or other materials (e.g. recordings, scores and videos) relevant to the area(s) of excellence agreed to by the chair and the candidate. If any evaluator requests hard copies of materials, the candidate will provide materials to be mailed and the School will provide mailing services and postage.
5. The candidate may provide a list of no more than eight Indiana University colleagues who are willing to write a letter. These should not be members of the candidate's department (since the department has an official role in the process), but may be people inside and/or outside the Jacobs School in other departments. For cases of tenure, these colleagues should be tenured faculty. For cases of promotion to full professor, these colleagues should currently be full professors. The department chair should check with these colleagues to be sure they are willing to write a letter. Other members of the Indiana University community, such as staff members or non-tenured faculty with whom the candidate has worked closely, may also be asked to write letters. These IU colleagues will be provided with a copy of the candidate's vita and the Jacobs School guidelines, but not with additional materials.

6. The candidate should also provide a list of six to eight former students to be solicited. 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.
7. Unsolicited letters are normally not part of the file but may be included in the dossier with the candidate's consent.

### **Substantiating materials for the dossier**

Materials for the dossier should be submitted by the candidate organized according to the checklist of the university e-dossier. During dossier preparation the candidate should work with the department chair and the staff in the Office of the Associate Dean for Instruction, following the detailed guidelines for dossier preparation from that office.

Jacobs School reviewers take several factors into consideration in arriving at a recommendation to be submitted to the campus administration. These factors and the voting categories are outlined below (see sections on research/creative activities, teaching, and service and the description of the review of the dossiers). The candidate should also check with the department as to any specific requirements listed in departmental guidelines. However, any individual departmental guidelines must conform to the general procedures and requirements stated in the Jacobs School and University guidelines.

To be recommended for tenure or 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 (research and creative activity, teaching, and service) and to the mission of the School.

### **I. Evidence of research/creative activity**

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

- Scholarly research, including all published and in-press journal articles, book chapters, books published, and manuscripts in draft. Substantial review-essays may be included in this category.
- Scholarly editions of music published or accepted by a reputable press
- Presentations both invited and competitive at regional, national, or international meetings or for a similar professional gathering
- Compositions, published and unpublished
- Recitals on the Bloomington campus and elsewhere, including solo performances and performances with chamber groups, orchestras, or other ensembles
- Performances related to scholarship

- Creative activity such as choreography, stage direction, and stage design
- Clinics and guest conducting appearances
- Recordings and recording contracts
- Development of new technologies
- 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

To be considered **Excellent** in research/creative activity, the candidate must demonstrate the following, as appropriate:

- Evidence of quantity and quality of publications, including books and publications in major peer-reviewed professional journals, collections, and Festschriften
- Evidence of performances and professional activities at a high artistic level in professionally significant venues, both in the United States and other countries
- Evidence of performances of major compositions
- Evidence of performances at a high artistic level here at Indiana University
- Evidence of national recognition as a scholar, composer, performer, clinician, or other creative artist (for full professor a substantial national/international profile is usually required)
- Important recording or publishing contracts
- Positive reviews of publications, performances, and other artistic activity

## **II. 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 and the enrollments listed by semester and academic year (including numbers and levels of students in individual studio study)
- Chamber music coaching
- Independent study supervision and supervision of minor field candidates

- Doctoral committees (advisory and research), including titles of dissertations or documents directed (with dates) (including membership in research committees at other institutions)
- Copies of pedagogical books, articles, educational recordings, and other materials (e.g. websites, videos); reviews of the materials as evidence of the national impact of the pedagogical contribution
- Evidence of the quality and quantity of teaching: student evaluations (summaries of teaching evaluations, student comments)
- Peer evaluations based on class or lesson observations, student recital hearings and juries, or on other performances or activities of students
- 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
- Grants for curriculum development
- Teaching awards and recognition
- Unsolicited comments from students and colleagues indicating the influence of the candidate's teaching
- Evidence of student achievement

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

- the ability to attract and hold 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)
- evidence of national recognition as a pedagogue (based on materials such as publications and reviews, work with national educational institutions or committees, and student awards). For full professor, the candidate must have achieved a documented national reputation as a successful teacher
- consistently high student evaluations

- student success in achieving professional placement (e.g., as a teacher or performer)

### **III. Evidence of Service**

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

- a list of the candidate's service activities at each level: department, school, campus, community, profession
- contributions to auditions, hearings, sectional rehearsals, and other similar activities
- administrative contributions (chairs of committees, departments, or areas)
- reviews and publications (including pre-publication reviews) that are related to professional service
- program notes, pre-concert lectures and panels, and other service to the public
- journal editing and refereeing
- student advising and letters of recommendation for students
- recommendations for faculty colleagues, including tenure reviews for faculty outside of the candidate's department (inside or outside Indiana University)
- program committees for festivals
- participation in professional organizations
- judging contests, administering exams, etc.
- evaluation of the quality of the service activity by associates in the service activity

In most cases of tenure and promotion in the Jacobs School, the area of service will not be the one chosen as the Excellent category. However, service activities are expected of all faculty members in the School and to be recommended for tenure or promotion, the candidate must be at least Satisfactory in this area. It is expected that all faculty members will evince general interest in and will contribute to the School, as well as to the University as a whole. Faculty should participate willingly and regularly in committee work; departmental auditions, hearings, and recitals; and similar duties. Service to the University and to professional organizations appropriate to the candidate's specialization will also be evaluated under this category.

### **Review of the dossiers**

Faculty members under consideration for tenure or promotion in the Jacobs School are reviewed by their department, the school Promotion and Tenure Committee, and the Dean. Outside the Jacobs School, dossiers are reviewed by the Bloomington campus Vice Provost for Faculty and

Academic Affairs and the campus advisory committee and are sent to the Provost, the President, and the Trustees.

At the Jacobs School department level, all current tenured faculty may vote on tenure dossiers. For promotion, all current tenured associate and full professors may vote on promotion from assistant to associate professor. Only tenured full professors may vote on promotion to full professor. 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 a candidate may not participate in the discussion or voting on either tenure or promotion cases at any level.

The letter from the departmental faculty should include an exact vote in each area (research/creative activity, teaching, service) and also an overall vote on the recommendation for tenure and/or promotion. The overall vote will indicate the number in each category: Yes, No, Absent, and Abstention. The categories for each of the votes in research/creative activity and service are **Excellent, Very Good, Satisfactory**, and **Unsatisfactory**. The categories for the vote on teaching are **Excellent, Very Good, Effective**, and **Ineffective**. For a positive recommendation, a candidate must be judged Excellent in at least one category (the one agreed upon by the candidate and the department) and at least Satisfactory or Effective in the other two categories.

In exceptional cases, a candidate may present evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university over time, although one area may not be able to be judged as Excellent. Often in such a case the activities in the three areas are intertwined with each other, and all three areas must be ranked at least Very Good. Balanced cases are usually not appropriate for tenure decisions, but may be presented for promotion consideration.

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 in the individual areas (research/creative activity, teaching, service).

The chairperson of the department also writes a letter evaluating the candidate in each area and makes a recommendation for tenure/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 Promotion and Tenure Committee is appointed by the Dean, and its five members (all tenured full professors) normally include three members from the performance areas and two from the academic areas. Faculty from departments in which tenure and promotion

cases will come before the committee in that year, or faculty mentors of the candidate inside the Jacobs School but outside the department, are excluded from serving on the committee. The voting categories and requirements are the same as those at the departmental level. The Dean may also appoint separate Promotion and Tenure Committees, each with five tenured professors (three performance, two academic). Members of the School Promotion and Tenure Committee must all be present for a vote.

The Dean may request advice on promotion and tenure dossiers from the Administrative Committee of the School of Music; this committee consists of the Dean, the Executive Associate Dean, the Associate Dean for Instruction, the Director of Graduate Studies, the Director of Undergraduate Studies, and a member-at-large from the faculty.

Each member of the review committees will have access electronically 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 promotion and tenure 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 tenure or promotion by a department chair and/or a majority department or school committee vote against tenure 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, 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. Rebuttal letters or additional materials substantiating the three categories described above may be added by the candidate at any time using the "Supplemental Materials" folder in the electronic dossier. All previous review committees will be made aware of the added material and are given an opportunity to respond.

The Dean of the Jacobs School will notify the candidate of the Dean's decision before the dossier is forwarded to the campus committee. The Vice Provost and Provost will notify the candidate of the results of the campus decision, in accordance with their general procedures and timelines. The final decision is made by the President and the Board of Trustees.

# Appendix 1: Suggestions for Faculty CVs for Tenure and Promotion

**Format** (8 ½” x 11” white paper, back-to-back)

1. Include page numbers!
2. Use 1-inch margins on all four sides
3. 12-point font
4. Headings should be bolded
5. Single-space each section, but leave enough white space so text can be read easily

## Order

### 1. **Personal information**

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

### 2. **Education** (reverse chronological order)

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. **Teaching experience** (reverse chronological order)

Indiana University positions (titles, dates)  
Other university positions  
(tenure CVs 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:

**Tenure** CVs should include all activities, including work at other schools or musical organizations.

**Promotion** CVs (for full professor) should include only those activities done at Indiana University since being appointed here as an associate professor.

4. **Research/Creative activity** [if Teaching is the chosen area of excellence, that section should come before research/creative activity]

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

All entries should be in reverse chronological order within each category.

## 5. 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

## 6. Service

Departmental and JSoM committees and other activities

University committees and other activities

Community, state, and national service

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 Outside Evaluators**

Area of Excellence for Tenure and/or Promotion \_\_\_\_\_

Select substantiating materials for the dossier that most strongly supports your case in the area that you have chosen (see pages 16-19 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.