

School of Music  
Promotion Guidelines for Lecturers  
Approved: 2024

# James Madison University School of Music

## Promotion Guidelines for Lecturers

Approved by SOM full-time faculty September 18, 2024

### DESCRIPTION OF A LECTURER, SENIOR LECTURER, AND PRINCIPAL LECTURER

#### Introduction

The responsibilities of a faculty member appointed to one of the lecturer ranks are focused on undergraduate and graduate education, with an expectation that the faculty member has at least a 60% (or as assigned by the AUH) teaching appointment. Lecturer appointments also include expectations for departmental service, and professional development related to their instructional role. The evaluation and promotion process will consider their contributions and achievement in light of the expectations set forth in the appointment. Tenure will not be awarded at any of these ranks.

#### Rank Definitions

Lecturer: The rank of Lecturer is used for individuals within the School of Music whose primary responsibility is teaching. Lecturers are expected to be effective teachers, participate in professional service activities, and be engaged in activities that support professional development. Lecturers may perform other tasks as required by the department, including, but not limited to: student advising, revising courses and curricula, and other administrative duties. Scholarly achievement activities are not required of Lecturers but can be applied in support of their teaching. Lecturers must have earned a minimum of a master's degree in their discipline, or related field, and have work experience and/or professional certifications that meet SACSCOC and other unit/college accreditation requirements.

Senior Lecturer: In addition to the requirements of Lecturer, the rank of Senior Lecturer is expected to demonstrate a sustained record of mastery teaching, service, and provide evidence of continued professional development in their field of study. Scholarly achievement activities are not required of Senior Lecturers but can be applied in a context which informs their teaching, guidance of student research, service, and may be considered as part of the evaluation for promotion. In addition, Senior Lecturers may be tasked with mentoring colleagues and students, assisting with the development of courses or curricula, and have a sustained record of external outreach.

Principal Lecturer: In addition to the requirements of Senior Lecturer, the rank of Principal Lecturer is expected to demonstrate a sustained record of exemplary teaching and service performance, evidence of recognition (e.g., awards, etc.) in the areas of teaching and/or professional service, and evidence of continued professional development in their field of study. In addition, Principal Lecturers may be expected to have a considerable role in mentoring colleagues and graduate teaching assistants, leading course development or curricula changes, and guiding special instructional initiatives.

## Service Requirement

Lecturers at all levels are expected to perform service activities at an institutional level (School, college and university committees; recruiting, etc.). Professional service outside of the university is optional, but if performed, may be considered as part of their evaluation for promotion.

### JMU School of Music CRITERIA FOR PROMOTION FOR LECTURER

#### A. Principles and Procedures

Responsibilities for Lecturers in the School of Music consist primarily of teaching and service. Lecturers are also expected to engage in professional development and/or scholarly and creative activities as necessary to stay abreast of current trends in their field of specialization and to support their teaching and service. For more specific expectations see **Narrative Statement** and **Narrative Statement Writing Prompts** below.

These procedures and criteria serve the School of Music AUH (Academic Unit Head, i.e. Director of the School of Music) and AUPAC (Academic Unit Personnel Advisory Committee) in making recommendations for promotion for lecturers. The School of Music strives to employ the best-qualified faculty members possible, and nothing in this document shall be construed to prevent the AUH or AUPAC from acting, within University policies, in pursuit of this objective.

Faculty members are bound by all standards, policies, and procedures set forth in the JMU Faculty Handbook ([www.jmu.edu/facultyhandbook](http://www.jmu.edu/facultyhandbook)), the JMU Manual of Policies and Procedures ([www.jmu.edu/JMUpolicy](http://www.jmu.edu/JMUpolicy)), and the School of Music Faculty Handbook. Therefore, faculty members are advised to consult these documents when preparing their review materials.

Applying for promotion is optional and not required. Normally, a Lecturer/Senior Lecturer is eligible to apply for promotion after completing five years in academic rank as a full-time faculty member. If a lecturer faculty member applies for promotion before completing five years in academic rank the criteria under **Compelling Case for Early Promotion** (below) must be met.

Lecturers intending to apply for promotion should consult with the AUH by April 1<sup>st</sup> of the spring preceding the academic year in which they intend to apply. The purpose of this consultation is to allow the AUH opportunity to include a lecturer on the PAC the following year (see Section XV? TBD: SELECTION PROCEDURES FOR SCHOOL OF MUSIC PERSONNEL ADVISORY COMMITTEE) and to discuss the promotion application process. Written intent to apply must be made to the AUH by Sept. 1 in the year of the evaluation.

All review materials must be submitted in a secure electronic format to the Chair of the AUPAC by October 1<sup>st</sup> of the year when the evaluation process is initiated. The AUPAC conducts evaluations of promotion applications during the fall semester and makes a written recommendation to grant or deny promotion with a detailed justification for such a decision.

The written recommendation and justification shall be submitted to the Dean, along with the AUH's recommendation and justification, by November 15<sup>th</sup>.

Each individual case will be considered on its own merits without comparison to any other faculty member. All deliberations of the AUPAC, including review of peer evaluations, shall remain confidential. The AUPAC may, as part of its comprehensive evaluation procedures, invite limited participation of the AUH during its deliberations. However, the AUPAC and the AUH shall make independent recommendations based on their individual reviews of relevant materials. These independent recommendations shall be passed directly to the Dean.

## **B. Guidelines for Review Materials**

With the exception of the *curriculum vitae* and similar required items, the candidate should limit their review materials to activities conducted during the current review period, i.e. since their appointment as a full-time SOM faculty or most recent promotion.

### **The format for submission is as follows:**

- **Cover sheet.** This one-page sheet shall include the following information:
  - Name
  - Department
  - Current Rank and Title
  - If promoted from initial appointment, Present Rank and Date of promotion
  - Highest Academic Degree
  - Rank and Date of Initial JMU Faculty Appointment
- **Current Curriculum Vitae** Where possible, the location and date of the activities should be included
- **Narrative Statement.** The narrative statement offers candidates the opportunity to illustrate how they have met or exceeded the standards for the rank to which they aspire. It should be organized into the areas of I. Teaching, II. Scholarly Achievement and Professional Qualifications, and III. Professional Service. While the *curriculum vitae* should list all activities and accomplishments relevant to the review, the narrative statement should be a concise summary that highlights and contextualizes the candidate's most significant activities and accomplishments. Reiteration of information found in the CV is not necessary except to support trends, emphases, and priorities described in the narrative. The narrative may be guided in part by the **Narrative Statement Writing Prompts** provided below. If the same activity or accomplishment is mentioned in different areas the narrative should refer to the duplication (i.e., "also mentioned under Teaching, p.-").
- All previous **Annual Evaluations** and **AUPAC and AUH Review Letters**
- **Supporting documentation.** Please include hyperlinks to these materials or note their specific location in the appendices when citing them in the narrative statement:
- **Appendix 1—Teaching**
  - List of courses taught during the review period, organized by semester and including enrollment numbers
  - Student evaluations submitted for all courses taught during the review period, either via scans of paper evaluations or links to online evaluations. In accordance with the University Faculty Handbook III.E.2.b.(1), student evaluations will only be "utilized as a formative tool or as part of a teaching portfolio, but not as the primary method of assessing teaching."

- Other documentation relevant to teaching
- **Appendix 2—Scholarly Achievement and Professional Qualifications**
  - Publications, recordings, acceptance letters, programs, conference bulletins, and other documentary evidence of scholarly/creative activity and professional development.
- **Appendix 3—Service**
  - Complete list of School, College, and University committees on which the candidate has served at JMU, organized by semester. Please note any Chair duties.
  - Other documentary evidence of service activities, including service to JMU organizations and professional organizations

### **C. Standards and Criteria**

Pursuant to the JMU Faculty Handbook section III.E.2.b: “The areas of performance that shall be considered in all performance evaluations are as follows:

- Teaching
- Scholarly Achievement and Professional Qualifications
- Professional Service

Additionally, any aspects of a faculty member’s conduct that impacts performance, positive or negative, should be addressed in the evaluation of these performance areas.”

The recommendations of the AUPAC and the AUH shall be based on a comprehensive review of factors including, but not limited to:

- materials submitted by the candidate
- peer reviews
- AUPAC observations of the candidate’s teaching
- candidate interview with the AUPAC (promotion reviews only)
- any other information deemed relevant by the reviewing bodies. This includes evidence of the following behaviors, which are expected of all faculty members in the School of Music:
  - establishing constructive, supportive, ethical relationships with colleagues
  - submitting annual review and promotion materials on time and in a complete form
  - supporting the recruiting efforts of the School of Music
  - meeting classes and lessons as scheduled and teaching appropriate and well-prepared material
  - providing quality student advising, formally (academic advisors) and informally
  - actively supporting and participating in the musical culture of the JMU School of Music, both on and off campus
  - adherence to stated School, College, and University standards and policies

## Promotion

Promotions of faculty members will be determined by merit regardless of distribution of faculty within the rank and within a school. Normally, a faculty member should have completed five years in academic rank before being reviewed for promotion. Though length of service may be given consideration, it is not sufficient basis for recommendation for promotion.

## Criteria for Promotion

The primary criteria for achieving a rating of excellent, satisfactory, or unsatisfactory in a given area shall be based on whether the candidate:

- has not met the minimum level regarded as typical for lecturers in the candidate's field and position at an institution of JMU's profile (**Unsatisfactory**)
- has met at least the minimum level regarded as typical for lecturers in the candidate's field and position at an institution of JMU's profile (**Satisfactory**), or
- has exceeded in either quality or quantity the level regarded as typical for lecturers in the candidate's field and position at an institution of JMU's profile (**Excellent**)

Examples of activities and accomplishments that could contribute to a **Satisfactory** rating in a given area might include, but are not limited to:

- meeting class as scheduled, teaches appropriate and well-prepared materials
- receiving positive peer evaluations
- maintaining regular office hours and is accessible to students outside of class
- keeps abreast of developments in field and reflects them in classes
- demonstrating effective academic advising
- attending conference, panel, workshop, training, or symposium to further develop teaching skills and knowledge
- serving on school, college, and university committees
- administering or coordinating programs within the school
- contributing to the recruitment activities of the school
- developing classes and workshops for groups outside the university
- establishing and maintaining relationships with music professionals

Examples of activities and accomplishments that could contribute to an **Excellent** rating in a given area might include, but are not limited to:

- winning a University award or significant external award or recognition
- overseeing a major curricular improvement or originating valuable new courses
- enacting major, successful outreach or engagement initiatives in our community, region, or state
- directing ensembles that are invited to present at regional or national conferences
- chairing one or more committees, or serving on an unusually high number of committees
- service on graduate student document, recital, and comprehensive exam committees that is exceptional in quality and/or quantity
- holding elected office in a national professional organization
- other major service responsibilities as outlined in job description through consultation with AUH

Note that the examples above are illustrative rather than prescriptive and are not exhaustive; any type of activity may contribute to a rating of excellent, satisfactory, or unsatisfactory based on the quality and/or quantity of activity.

## **Promotion Standards**

Teaching, Scholarly Achievement and Professional Qualifications, and Professional Service are the bases for evaluating candidates for promotion. In each of these areas, the lecturer shall be evaluated as excellent, satisfactory or unsatisfactory.

In the evaluation of lecturers being considered for promotion, the following standards apply:

- Senior Lecturer: An "Excellent" rating in teaching and at least satisfactory ratings in the second and third areas are required for promotion to senior lecturer
- Principal Lecturer: "Excellent" ratings in teaching and one other area and at least a satisfactory rating in the third area are required for promotion to principal lecturer

## **Compelling Case for Early Promotion**

Senior lecturer: To present a compelling case for early promotion to the rank of senior lecturer a faculty member must demonstrate a level of achievement of "excellent" in the AUPAC and the AUH reviews in teaching and one other area and at least a satisfactory rating in the third area.

Principal lecturer: To present a compelling case for early promotion to the rank of principal lecturer a faculty member must demonstrate a level of achievement of "excellent" in the AUPAC and the AUH reviews in all three areas.

A faculty member whose application for early promotion to the rank of Senior Lecturer or Principal Lecturer is denied may not reapply for promotion during the following academic year.

## **Narrative Statement Writing Prompts**

The writing prompts below are intended to help candidates organize the narrative statement. The prompts are not an exhaustive list nor is it expected that a faculty member will engage in all the activities listed. The question of what constitutes an appropriate balance among the three areas should be discussed with the AUH at the beginning of the review period.

### **I. Teaching**

In the Teaching narrative, candidates are encouraged to articulate their:

- **Teaching Philosophy**
  - Teaching philosophy and methodologies
  - Efforts to improve the curriculum to reflect teaching philosophy
- **Teaching Duties**
  - Efforts to keep abreast of developments in their individual field and to reflect these developments in teaching
  - Extra teaching assignments above and beyond their normal workload
- **Work with Students**
  - Evaluations by peers and/or AUHs
  - Efforts in student mentoring and commitment to student advising
  - Student evaluations of the course content, assignments, learning experiences, and intellectual challenges
  - Efforts to respond appropriately to student evaluations
  - Accessibility to students outside of class
  - Work to prepare students for auditions, competitions and other performance, publication, or presentation opportunities
  - Service as director or adviser of honors projects, internships, or independent study projects
  - Service on graduate student document, recital, and comprehensive exam committees
  - Use of outside resources and instructional alternatives such as guest speakers and field trips
- **Student Accomplishments**
  - Present and former students' success in musical competitions, scholarly presentations, publications, notable performances, and other accomplishments in their field
  - Present and former students' success in job placement, graduate school placement, and preparedness for graduate entrance examinations
  - Ensemble invitations to perform at regional or national conferences and conventions, whether or not budget allows said performances to take place
  - Ensembles' success in competitions or selection for awards or other honors
- **Recruiting and Outreach Activities**
  - Efforts to recruit and attract students
  - Master classes, clinics, or invitations to serve as a guest artist or scholar in their major area for organizations outside the university
- **Curricular Development**
  - Origination or development of courses or curricula that add depth to the program
  - Major or innovative revisions to course material
  - Acquisition of JMU or external grants for instructional development

## **II. Scholarly Achievement and Professional Qualifications**

Because of the emphasis on teaching and service in lecturers' workload, expectations in the area of Scholarly Achievement and Professional Qualifications are understood to be primarily professional development activity in support of teaching and service. Representative examples of such activities are listed in the table below under *Professional Development*. Scholarly and Creative Activities beyond professional



development, while not required, can be included. Representative examples of such activities are listed below under *Scholarly and Creative Activity*.

This table below does not imply an absolute distinction between professional development and scholarly activity. As with other promotion criteria in these guidelines, the examples of activity in the table are illustrative rather than prescriptive and are not exhaustive; any type of activity may contribute to a rating of excellent, satisfactory, or unsatisfactory based on the quality and/or quantity of activity. Faculty are encouraged to discuss expectations in this area with the AUH early in the review period.

<b><i>Professional Development</i></b>	<b><i>Scholarly and Creative Activity</i></b>
<ul style="list-style-type: none"> <li>• Conference and workshop attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Conference and workshop presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Publication (including not peer-reviewed)</li> </ul>	Peer-reviewed publication
<ul style="list-style-type: none"> <li>• Additional study (study towards a degree related to the candidate's field of instruction, certificates, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of a degree beyond that required for appointment</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of publications/articles</li> </ul>	<ul style="list-style-type: none"> <li>• Program note publication (Author)</li> </ul>
<ul style="list-style-type: none"> <li>• Creation and sharing of educational materials within JMU and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Public Lecture, performance, or presentation on or off campus</li> </ul>
<ul style="list-style-type: none"> <li>• Professional internships</li> </ul>	Research in support of curriculum/course design

### **III. Professional Service**

In the Professional Service narrative, candidates are encouraged to articulate their:

- **Service to JMU:**
  - Service on committees of the School of Music, College of Visual and Performing Arts and the University.
  - Service as chair or leader of committees or other official activities of the School of Music, College of Visual and Performing Arts, and the University.
  - Service as an area coordinator, director, sub-area coordinator, supervisor, or administrator.

- Service as a faculty advisor to student organizations or ensembles.
- Additional duties on campus.
- Fundraising, grant writing, or public relations work on behalf of the School, College, or University.
- **Service outside of JMU:**
  - Service to professional associations outside the university.
  - Adjudicating and consulting services
  - Outreach or engagement initiatives in the community, region, or state
  - Evaluations of prospective publications.
  - Service as a session chair, program committee member, or other duty for a conference