

Tenure Guidelines

Preamble

Promotion and tenure are governed by procedures and guidelines at multiple levels of the institution. Preferred procedures and a digest of official policies endorsed by the Bloomington Faculty Council (BFC) regarding promotion and tenure can be found at:

https://www.indiana.edu/~vpfaa/academicguide/index.php/E._Tenure/Reappointment/Promotion/Salary. In addition, IU-Bloomington's promotion and tenure guidelines are described on the website of the Office of the Vice Provost for Faculty & Academic Affairs:

http://www.indiana.edu/~vpfaa/docs/promotion_tenure_reappointment/ptrevised-review-guidelines.pdf. The College of Arts and Sciences' Promotion and Tenure Procedures and Department Guidelines are available here:

<http://college.indiana.edu/faculty/CollegePromotionTenureGuidelines.pdf>. This document is a statement of *guidelines* for Media School faculty rather than a document of policy.

The Media School's guidelines for tenure and promotion stand at the intersection of supporting the professional careers of faculty, contributing to the research and creative reputation of our institution, and advancing our discipline. Granting tenure to junior faculty and eventually promoting them to full professors count among the most consequential acts of faculty governance. Thus, the tenure review process is grounded in the enduring principles and collegial values of the academy: (1) transparency and consistency in procedure and expectations and (2) fairness and justified decisions based on the merits of each case.

At IUB, tenure is earned in one of four ways: (1) excellence in research or creative activity with effectiveness in teaching and satisfactory service; (2) excellence in teaching, which requires demonstration of a national standing in pedagogy, along with satisfactory research or creative activity and satisfactory service; (3) excellence in service; and (4) a balanced case where the faculty member whose research/creative, teaching, and service accomplishments all are at least very good. The Media School expects tenure-line faculty to achieve tenure based on excellence in research or creative activity and this document highlights the markers of success in earning tenure on the basis of excellence in research or creative activity. The Media School will follow College and IUB guidelines for those seeking tenure on the basis of teaching, service or a balanced case.

Research

To earn tenure based on excellence in research, the Media School expects candidates will have an exemplary record of programmatic scholarship and consistent productivity pointing to national or international leadership in their field of inquiry. Greatest weight will be assigned to rigorous peer or equivalently reviewed manuscripts published as journal articles, monographs, books or book chapters. These contributions may be supplemented by conference papers and

presentations, edited collections, non-refereed book chapters and additional forms of scholarship that the departmental unit determines has an important impact in the public domain.

Research fields are changed continuously by technology, therefore new forms of scholarly production and distribution continue to emerge and grow. Candidates may pursue these new forms of digital scholarly communication. However, candidates assume responsibility for providing evidence that digital publications meet the standards of rigorous peer review applied to more traditional scholarship.

Creative

To earn tenure based on excellence in creative activity, the Media School expects candidates will have an exemplary record of programmatic creativity pointing to national or international leadership in their medium. Greatest weight will be assigned to rigorous peer or equivalently reviewed works appearing publicly in some form (including but not limited to grant-funded work, screening, publication, online distribution, and exhibition). These contributions may be supplemented by conference presentations, non-reviewed or refereed forms of distribution, public and commercial commissions and contracts, professional practice, and work that has an important impact in the public domain. Creative fields are changed continuously by technology, therefore new forms of production and distribution are encouraged. However, it is up to the candidate to demonstrate that novel works meet the standard of rigorous peer review that applies to more traditional forms.

Teaching

Junior faculty are expected to be thoroughly engaged in the enterprise of teaching across the graduate and undergraduate curriculum and demonstrating effectiveness in small and large class settings. Faculty are expected to maintain rigorous academic standards and incorporate pedagogical practices that stimulate thought, raise student aspirations and guide them to excellent performance. To this end, faculty are encouraged to make full use of university resources designed to enhance the quality of instruction in all our classrooms.

Service

Junior faculty are expected to contribute to the intellectual life, governance, and esprit de corps of their unit, school, college, and campus. They are also expected to provide strategic service to their profession and, as appropriate, to the community at large.

Timeline

First year:

- Orient new faculty to expectations. Early first semester meetings with deans and unit chairs.
- The unit chair serves as official mentor for the first year.
- Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.
- In-person meeting with the unit chair to discuss/expand upon the year's written annual review.

Second year:

- Candidate submits the first draft of a personal statement outlining the path to tenure. This statement is revised annually.
- Junior faculty seek advice from mentors of their choice on research, teaching, or service. The method will be determined by the unit, including the degree of formality by which the mentoring process works.
- Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.

Third year:

- Significant review, consistent with [campus](#) and [College](#) policies and expectations.
- Review includes at least one member from another unit in the school (or a representative on the school's tenure committee).
- Review includes clear assessment of how candidate's trajectory fits with expectations for tenure.

Fourth year:

- Serious conversation about the substance of the case and how to put the dossier together.
- Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.

Fifth year:

- Annual review conducted by tenured faculty in the unit, written by sub-committee, delivered no later than the end of the spring semester.
- Media School will follow [College practices](#) (please see #7 under Compendium of Procedures) and timeline for lists of external referees. The timeline for the tenure dossier looks like this:

The spring semester before going up for tenure:

- By end of March, complete discussions with unit chair regarding the names of external referees.
- 1st week of April, submit list of External Referees to the Media School deans.
- The month of April, negotiate the final list of external referees with the deans.
- 1st week of May, the unit chair contacts referees.
- Mid-June, provide to the College the names of external referees who have agreed to write letters.
- 1st week of September, tenure dossier due to unit level.
- 1st week of October, tenure dossier due to the Media School tenure committee.
- Before Thanksgiving, tenure dossier due to the College dean.
- 1st Week of December, tenure dossier sent to the VPFAA office and tenure and promotion committee.
- By May, notification to faculty on final decision.