

2005

Theatre: Appointment, Promotion, and Tenure Documentation

The College at Brockport

Follow this and additional works at: <http://digitalcommons.brockport.edu/apt>

 Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, "Theatre: Appointment, Promotion, and Tenure Documentation" (2005). *Appointment, Promotion, and Tenure Documentation*. 29.

<http://digitalcommons.brockport.edu/apt/29>

This Document is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Appointment, Promotion, and Tenure Documentation by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

DEPARTMENT OF THEATRE

STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT

PERSONNEL POLICIES AND PROCEDURES

(Version 09/14/07)

DEPARTMENT OF THEATRE PERSONNEL POLICIES AND PROCEDURES

GUIDELINES FOR RENEWAL, CONTINUING APPOINTMENT, PROMOTION AND PERFORMANCE AT RANK

I- INTRODUCTION

SUNY College at Brockport follows the SUNY Board of Trustees' Policies in defining the professional obligation for faculty. The College considers the professional obligation of the faculty as the basis for review in all personnel actions. Professional areas of obligation of the faculty for review include teaching, scholarship/creative activity and service to the department, school, college, profession and community.

It should be noted that nothing in this document can contravene College policies, and that College policy takes precedence over policies outlined in this document.

It should be noted that the APT Committee's evaluation of a candidate for renewal, continuing appointment or promotion is simply a well considered and informed professional recommendation to the Administration. A positive recommendation for tenure by the APT Committee, for example, is no assurance that the candidate will be tenured.

It should be noted that even though a candidate for renewal, promotion or continuing appointment may satisfy minimum requirements in this document, there are other factors that may cause an APT Committee to render a recommendation of non-support. These factors are intangible and cannot be quantified. They include an ability to deal respectfully with faculty, staff, and students; as well as promptness and passion for the disciplines of theatre and music. The APT committee should also have confidence in the candidate's potential for achieving and/or performing at, the highest academic rank.

II- WORKLOAD

A faculty member in the Department of Theatre at SUNY Brockport is required to be productive in the three areas of teaching, scholarship/creative activity and service.

The Department of Theatre supports the following recommendation from *The Faculty Roles and Rewards Committee Final Report* of 1998: “The normal expectation [for full-time faculty] is a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship as defined by individual departments *and/or* (emphasis added) with major or multiple service responsibilities”. However, current practice carries the expectation that activity appropriate to rank in all three areas should be the norm (i.e., no “and/or” tradeoff between service and scholarship). In review for promotion, the performance at rank should be at the rank to which the candidate aspires. Furthermore, current practice utilizes a model in which faculty members who are not performing to expectation in all three areas receive a compensatory workload adjustment in one of the two remaining areas. Historically, this has almost always happened where scholarly activity has not met expectation, and has resulted in a 4/4 course-teaching load instead of the nominal 3/3 (in such cases the faculty member is still expected to perform at rank in service).

The Department of Theatre interprets “a 3/3 course load or its equivalent for faculty demonstrating an active program of scholarship” to include release for production and other projects designated by the department chair

Faculty members of the Department of Theatre at SUNY Brockport are dedicated to teaching, scholarship/creative activity, and service. The system of measurement described below has been devised with that understanding.

The Department of Theatre enthusiastically supports the decision of the Faculty Roles and Rewards Committee which defines workload and provides guidelines for evaluation of workload for faculty members in the following terms: “...teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service.” In addition to this directive, the Department of Theatre has determined that teaching; scholarship/creative activity and service should always be evaluated in multiples of 5% with service never being less than 10%. With this understanding, and assuming that a faculty member has responsibilities in each area, the following represents the 12 possibilities of workload:

75% Teaching, 15% Scholarship/Creative Activity, 10% Service
70% Teaching, 20% Scholarship/Creative Activity, 10% Service
65% Teaching, 25% Scholarship/Creative Activity, 10% Service
65% Teaching, 20% Scholarship/Creative Activity, 15% Service
60% Teaching, 30% Scholarship/Creative Activity, 10% Service
60% Teaching, 25% Scholarship/Creative Activity, 15% Service

55% Teaching, 35% Scholarship/Creative Activity, 10% Service
55% Teaching, 30% Scholarship/Creative Activity, 15% Service
55% Teaching, 25% Scholarship/Creative Activity, 20% Service
50% Teaching, 40% Scholarship/Creative Activity, 10% Service
50% Teaching, 35% Scholarship/Creative Activity, 15% Service
50% Teaching, 30% Scholarship/Creative Activity, 20% Service

Teaching, therefore, will always range between 75% and 50%, scholarship/creative activity between 40% and 15%, and service between 20% and 10%. These workload proportions will determine relative focus of faculty's work, and will be taken into consideration in evaluating a faculty member's work on an annual basis. However, faculty members in the Department of Theatre are required to participate in all three areas every year.

The faculty member in consultation with the chair of the Department of Theatre will determine the proportion of a faculty member's workload. The Department accepts and realizes that the chairperson can and sometimes must ask the faculty member to modify the proposed proportion of his/her workload in order to better serve the needs of the Department. Though it is preferable that the proportion of a faculty member's workload be established before the beginning of the academic year and remain unchanged for the entire year, we also realize that since much of our work is collaborative (especially in the production area), and because scholarship/creative activity may or may not materialize due to circumstances beyond the control of the faculty member in question, this proportion may need to change during the year. It is hoped that such mid-course corrections will be rare exceptions. In such cases, the change will be documented in writing.

This document assumes that a faculty member's work in scholarship/creative activity will be accomplished primarily in the area of expertise defined by the area of instruction for which a faculty member was hired and/or in which the faculty member regularly engages. It should be noted that a faculty member may have multiple areas of expertise. The Chairperson will resolve questions about a faculty member's area(s) of expertise. Though the Department of Theatre recognizes that it is a very positive and enriching experience for a faculty member to reach outside his/her area of expertise; it is nevertheless the Department's view that faculty members are employed at SUNY Brockport with the expectation that they will be productive mostly in their area of specialization.

III- REVIEW PROCESS

A) Definition of Review Period:

- 1) As to reappointment: The time period since the candidate was last reviewed by the Department for reappointment or, if this is the candidate's first reappointment, the time period since the candidate began full-time employment with the department.
- 2) As to continuing appointment: All academic years the candidate has been on tenure track line at SUNY Brockport, or as agreed upon at time of hiring.
- 3) As to promotion: Time at current rank **at SUNY Brockport.**

B) Composition of APT Committee:

The Department of Theatre APT Committee will be structured in accordance with the "Procedural Requirements of Academic Personnel Decisions" (approved by Faculty Senate 4/2/01) and the Constitution of the Department of Theatre (Article II.A.3.)

- 1) Shall consist of a minimum of three voting members of the, Department who have continuing appointment. Additional specifications as to the composition of the Committee will be consistent with College policy.
- 2) Should a vacancy arise during the year, the Department shall promptly elect an appropriate replacement.
- 3) The APT committee may, with consent of the voting members of the department be modified or augmented

C) Role of the APT Committee:

The APT Committee is charged with the review of all applications for reappointment, continuing appointment, promotion, and discretionary salary increase within the Department. The review process will consider the performance of the candidate with respect to teaching, scholarship, and service as specified in the sections below.

1. On matters of reappointment, continuing appointment or promotion, the outcome of the APT Committee review process will be a written report and recommendation to the Department faculty and chair. This report shall include: 1) the Committee's recommendation, 2) the Committee vote on the personnel action being considered, and 3) a narrative summarizing the Committee's conclusions as they pertain to the criteria of teaching, scholarship, and service. On matters of

continuing appointment, a successful candidate must have attained the rank of Assistant Professor, be performing at or above the rank of Associate Professor, and have been at the College for the required number of academic years, as determined by the College administration.

2. On matters of DSI the outcome of the Committee review process will be a written report and recommendation to the chair. This report shall include:

- The Committee's recommendation for or against DSI;
- A narrative summarizing the Committee's recommendation;
- The candidate will receive a copy of the Committee's and the Chair's reports and recommendations.

D) Role of the Candidate: Requests by full-time faculty to be considered for reappointment, continuing appointment, promotion, or DSI are to be made in writing to the APT Committee in accordance with current administrative deadlines and procedures. It is the responsibility of each candidate seeking reappointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting the request. Further, it is the responsibility of each individual to know and understand 1) the terms of his or her current appointment and 2) application deadlines for contract renewal, continuing appointment, promotion, and DSI's.

The package of materials presented to the APT Committee should contain, but is not limited to the following elements:

- Letter of application;
- Annual percentage of workload agreed upon for the period being reviewed;
- Inventory of materials submitted;
- Annual reports for the period under review, including comment and signature pages;
- Teaching Portfolio;
- Scholarship/creative activity portfolio;
- Service portfolio;
- Other documents and appendices deemed to be pertinent by the candidate.

NOTE: All materials should be organized into three-ring or equivalent binders that are clearly labeled, in accordance with directives from the current dean and college administration.

E) Information to be considered:

The report and recommendation of the APT Committee will focus on the candidate's record in the areas of teaching, scholarship, and service as it pertains to the personnel action under consideration. Any application, for reappointment, continuing appointment or promotion must include a statement by the candidate regarding the relative weights to be applied to the criteria of teaching, scholarship, and service. Each candidate will provide the Committee with the percentages of teaching, scholarship/creative activity, and service that accurately represent that candidate's workload for the period under review.

F) Miscellaneous

The candidate's percentages of workload as specified in the review process do not remove the obligation of the candidate to meet minimal performance guidelines in teaching, scholarship, and service as described later in this document.

Members of the APT Committee are charged with considering the percentage of workload, as supplied by the candidate, as they consider the candidate's request for re-appointment, continuing appointment or promotion. Each member of the APT Committee is responsible for ensuring that his or her vote takes into account the percentage of workload as specified by the candidate.

The APT Committee members are responsible for conducting the review process and preparing their report in accordance with published administrative deadlines.

IV- STANDARDS AND PROCEDURES FOR EVALUATING TEACHING:

The Teaching Portfolio

The teaching portfolio is the basic component for evaluating teaching in the college. It must be presented at all levels of application for reappointment, promotion, or continuing appointment. The teaching portfolio should demonstrate the candidate's knowledge of the discipline, skills of pedagogy, including clarity and precision in communication and methods of instruction, and interest in the educational achievement of students. Documentation should include course syllabi and related materials. Reviewers of the materials will look for demonstration of the use of current sources, and good correlation of content, method, and student interest and need; consistency with the academic standards of the department and college.

Accordingly, the APT Committee for the Department of Theatre will formulate its recommendation for reappointment, continuing

appointment, and promotion, as it pertains to teaching, based on the teaching portfolio. Asterisks indicate required documentation for the Department of Theatre; and double asterisks indicate required documentation for the college.

Contents of the Teaching Portfolio:

A. Statement of Teaching Philosophy and Focus, addressing:

- Educational values, ideals and goals;*
- Self-evaluation of successes in teaching;*
- Efforts to improve teaching generally or in a specific course;*
- Assessment and achievement of Student Learning Outcomes;*
- General and Specific Course Effectiveness.*
- List courses taught including contact hours and number of students enrolled in each;**

- Other pertinent information related to teaching and advisement

B. Course Syllabi and appendices:

- Representative syllabi for each course, showing thoughtful revision and improvement throughout the period of review;*
- Integration of relevant Department Student Learning Outcomes within each course, showing methods of assessment;*
- Representative assignments and projects for each course, showing use of contemporary sources, and clear correlation with course objectives;*
- Sample exams or assessment tools for each course, showing integration of assignments and assessment;*
- Candidate's contribution to curriculum and course development;*

- Appropriate integration of technology into coursework;
- Development of new courses, if applicable.

C. Student Evaluation:

- Summary of student ratings (i.e. IAS global scores, or equivalent) of instruction for all courses taught during the review period;**
- Computerized printouts of all standardized assessments of teaching during the review period (not including individual student rating sheets);*
- Written comments and/or personal assessment regarding ratings on courses and other teaching related activities;*

- Instructor-developed feedback instruments and results;
- Department-solicited letters of support or comments about teaching from students.

D. Evidence of Student Outcomes and Accomplishments

- Table of grade distribution for each course/section, including personal interpretation of distribution in light of teaching philosophy;**
- Products of student learning, e.g. excellent class work or projects in the candidate's discipline;*
- Significant department projects, e.g. main stage production design, performance, dramaturgy, construction or equivalent, completed under the candidate's supervision or as a result of candidate's instruction;*
- Significant student projects outside the department, e.g. conference presentations, published papers, faculty/student research projects, awards, exhibits, design, playwriting, musical compositions, performance, or equivalent, resulting from instruction or supervision by candidate;
- Student employment in field and success in the workplace;
- Student entrance into graduate school.

E. Evidence of Improvement in Teaching:

- Professional Development as a teacher, such as workshops, conferences, certifications or equivalent;*
- Efforts to remain current in the field;*
- Integration of professional development activities into teaching;*
- Integration of new (to candidate) technology into the classroom.

F. Teaching-Related Activity Beyond the Classroom:

- Senior project or honors thesis supervision;*
- Mentoring of students (i.e. design or direct a main stage production other than a Senior Project, coaching in acting and dialect work, auditions, playwriting, publishing, composing or any other equivalent work);*
- Excellence in student production work, or equivalent, resulting from faculty instruction and supervision;*
- Student contact hours in production work, training, supervising or directing cast, crew, musicians, dramaturges;*
- Evidence of advising quality (surveys, letters of recommendation, etc);
- Independent study supervision;
- Awards related to advisement or teaching.

G. Peer Evaluation:

- Review of course syllabi, assignments, and examinations;
- Observations on appropriate use of technology;
- Review of contributions to curriculum and course development or revision;
- Observation or videotape review;
- Interviews of current student and/or alumni, if desired;
- Awards or recognition related to teaching, if applicable;
- Invitations to teach master classes, workshops, or to guest lecture, if applicable.

II. Basis for Judgment in the Area of Teaching

In matters of reappointment, candidates at the ranks of Instructor and Assistant Professor must be performing at rank and be perceived to be making progress toward promotion. Reappointment candidates already at the rank of Associate Professor must be performing at that rank.

In matters of promotion and continuing appointment, candidates should already be performing at the rank for which they are applying.

Most new faculty are hired at the rank of Assistant Professor. Occasionally one is hired at the rank of Instructor or Visiting Assistant Professor if, for example, the terminal degree or equivalent training is not yet complete. Instructor is a tenure-accruing rank; Visiting Assistant Professor is not. Characteristically such faculty will apply for promotion to Assistant Professor soon after degree has been awarded

III. Teaching Performance at Rank

In the Department of Theatre, there is broad diversity in the nature of courses and their venues, from traditional academic lecture courses, to intense studio courses in performance and technical areas. The size of the faculty, the requirements of the curriculum, and the proportion of responsibilities in non-classroom activities with students, dictate that there will be broad latitude in expectations in the fulfillment of individual requirements.

There is a fairly even distribution of coursework throughout the faculty, with Assistant, Associate, and Full Professors teaching both upper and lower division courses. Certain courses must be taught, and may require the services of faculty to the exclusion of teaching or developing new courses they would like to teach.

A. Expected Performance in Teaching at the Rank of Assistant Professor

1. Achievement of the appropriate degree or equivalent experience establishes a candidate as qualified in the discipline. In addition there should be the expectation that the candidate has the potential for achieving excellence in the discipline and /or attaining the highest rank in the department.
2. The Teaching Portfolio must demonstrate competence in at least all the areas noted by asterisk.
3. The evidence presented must show that the candidate's individual goals are consistent with the Department and college mission statements. Further, the portfolio should evidence that relevant Department Student Learning Outcomes have been met, or are in the process of being met.
4. Course syllabi must be supported by sample assignments, sample exams or other assessment tools/strategies, clearly presented, and easily navigable.
5. The candidate must consistently assume his or her equitable share of the Department's teaching workload.
6. The average mean IAS rating for the period under review must be 2.00 or better. The candidate may provide the Committee with supplemental student surveys, including IAS responses to the non-global questions.
7. The candidate should present evidence of continuous professional development, supporting the assertion that the candidate is remaining current in his or her discipline(s).
8. The majority of peer responses should be positive. The candidate should understand that disinterested reviewers or professionals from outside the college would carry greater weight in the evaluation.

B. Expected Performance in Teaching at the Rank of Associate Professor

Teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. For promotion to the rank of Assistant Professor the candidate's work should show skill and growth beyond the requirements for Assistant Professor.

The Candidate will provide whole-class student evaluations of teaching effectiveness over a reasonable period of time since appointment or

promotion to the rank of Assistant professor, indicating effective engagement of students.

In addition to those elements required in the teaching portfolio, there must be evidence of achievement in two or more of the following areas:

- Providing active mentoring of a new faculty member through a delineated program of activities;
- Revising courses to assure a continuous state of development and use of extensive and current resources;
- Undertaking new course assignments successfully. (e.g. providing team or course leadership, by designing, developing and successfully teaching new courses not previously part of a department's offerings and/or by participating successfully in college-wide instructional programs;;
- Confirming teaching excellence by departmental colleagues, e.g. peer review of class or videotape; and
- Demonstrating consistent, successful involvement with independent studies, research projects, senior projects and/or Honors theses

C. Expected Performance in Teaching at the Rank of Full Professor

Teaching excellence and commitment should extend beyond that required at the rank of Associate Professor. In addition to demonstrating continued excellence in all the requirements for Assistant and Associate Professor, the teaching portfolio should include two or more additional items from the following, not used in promotion to Associate Professor.

- Demonstrating that the courses taught are in a continuous state of development, focusing on student achievement;
- Undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curriculum offerings;
- Mentoring students in complex projects in production, design, composition, performance or research
- Evidence of a major contribution to the departmental or college-wide instructional program, and
- External assessment or reviews of student and graduate accomplishments or creative works that have a direct link to the faculty member.

D. Expected Performance in Teaching above the Rank of Full Professor

Teaching excellence and commitment should extend beyond that required at the rank of Professor, satisfying the majority of the areas of achievement outlined above for performance as Associate Professor and Assistant Professor.

At all levels, the candidate's teaching portfolio should demonstrate a commitment to excellence in teaching, and a continuous effort to improve, refine and upgrade teaching, as possible within the constraints of budget, facilities, and available talent. An analysis of the dynamic improvement between the current and previous review periods might be evidence of effort and commitment. Such analysis could appear in the Statement of Teaching Philosophy and/or be emphasized in the presentation of evidence.

V- STANDARDS AND PROCEDURES FOR EVALUATING SCHOLARSHIP AND CREATIVE ACTIVITY

A) Portfolio

The Department of Theatre APT Committee will formulate its recommendation as it pertains to scholarship/creative activity based on the following guidelines:

1. The candidate is responsible for supporting all claims concerning the importance, relevance, or quality of any scholarship/creative activity. Copies or records of all such products are to be submitted to the APT Committee.
2. The quality of the scholarship will be evaluated according to the following 6 criteria as described by Boyer as endorsed by ATHE in their white paper, *Scholarship for the Discipline of Theatre*:
 - **Clarity of goals** (Does the theatre or music scholar clearly describe the purpose of the work, as well as articulate important questions in the field?)
 - **Adequacy of preparation** (Does the theatre or music scholar demonstrate knowledge of existing scholarship in the field?)
 - **Appropriateness of methods** (Does the theatre or music scholar articulate clearly and convincingly the methodology and its application to the project?)
 - **Significance of results** (Does the theatre or music scholar's work contribute significantly to the field?)
 - **Effectiveness of presentation** (Does the theatre or music scholar present the work effectively to its intended audiences in forums appropriate to the project?)
 - **Reflective critique** (Does the theatre [or music] scholar critically evaluate the project?)

B) Basis for Judgment in the Area of Scholarship/Creative Activity

The Department of Theatre recognizes and values the diversity of scholarship/creative activity achieved by theatre scholars, artists, and practitioners. The information below, in Section VII, E, provides examples of how faculty can meet the minimum scholarly activity requirements.

C) Examples of Scholarship/Creative Activity

1. PRIMARY PRODUCTS

- Peer-reviewed publications of research, theory, or philosophical essays including but not limited to:
 - Authored books,
 - Textbooks,
 - Peer reviewed journal articles;
- Significant grant awards in support of research, scholarship, teaching, learning;
- Major participation in peer-reviewed productions (for example: composition, design, directing, performance, playwriting, etc.);
- Development, implementation, and assessment of a new design technology.

2. SECONDARY PRODUCTS

- State, regional, national, or international recognition as a scholar/artist in an identified area;
- Member of editorial board of national journal;
- Invited scholarly presentations, keynote addresses etc.;
- Professional certifications, degrees, and other specialty credentials;
- Secondary participation (i.e. participating in a lesser venue or on a lesser level) in peer-reviewed productions or publications.

E) Other Considerations

Recognition of the quality of the primary products may be made evident and available in the form of reviews, comments and citations in the works of others, direct letters of assessment by recognized authorities off- campus solicited by the Department and by the candidate.

The demonstration of scholarship/creative activity must include products that are subject to systematic internal and external peer review.

Significant research conducted but not yet published/performed/presented may be provided. Reputable and established individuals in the field should attest to the significance of the research. It is important in these cases to attain a number of objective evaluations that testify to the quality and the value of the research, product or performance.

Invitations (particularly if unsolicited) to make presentations at major conferences, institutes, or universities should also be included.

Grants, awards, other achievements, and particularly the quality of the works resulting from them, may also be considered for tenure and promotion to Associate Professor or Professor.

D) Scholarship/Creative Activity Performance at Rank

1. Expected Performance in Scholarship at the Rank of Instructor or Visiting Assistant Professor

Faculty hired at the rank of Visiting Assistant Professor or Instructor are expected to meet the scholarly obligations negotiated at the time the individual was hired. and are expected to remain current in their instructional fields.

2. Expected Performance in Scholarship at the Rank of Assistant Professor

Terminal degree or equivalent professional experience that establishes the faculty as qualified in the discipline should be in hand. It should be expected that the candidate has the potential for achieving excellence in the discipline, and for attaining the highest rank in the department. Tenure-track faculty seeking reappointment need to demonstrate continuous and substantive progress towards meeting the standards suggested below.

3. Expected Performance in Scholarship at the Rank of Associate Professor

- a. For promotion to Associate Professor, the faculty member must demonstrate an established commendable reputation for scholarly/creative work in theatre or music. There must also be the expectation that the candidate has made discernible progress toward achieving excellence in the discipline/profession and for attaining the rank of Professor in the department.
- b. The Department defines the minimum accomplishment for promotion to associate professor as equivalent to three (3) primary products, two (2)

of which must be subject to external peer review, and three (3) secondary products.

4. Expected Performance in Scholarship at the Rank of Full Professor

- a. The Department defines the minimum number of accomplishments for promotion to the rank of professor as being ten (10) primary products, seven (7) of which must be subject to external peer review. These products are in addition to those used for previous promotion.
- b. The candidate must also have 12 products from the secondary list.
- c. Peers and reputable figures in the field away from campus must verify the significance of the candidate's accomplishment.
- d. Candidates for promotion should demonstrate evidence of continued performance in the area of scholarly activity, e.g., working papers, papers in progress, conference presentations, grants received, articles under review, etc.
- e. Some of the products required for promotion or tenure must have been published/performed or the equivalent in the five years preceding application. For example, for the candidate applying for promotion to associate professor who claims 10 publications in peer-reviewed journals and 5 published book reviews, some of those publications should have been published in the five years preceding the personnel action.

5. Expected Performance in Scholarship above the Rank of Full Professor

To be performing above the rank of Full Professor, a faculty member must consistently exceed the number of primary and secondary products expected of a full professor within the last five years.

VI- STANDARDS AND PROCEDURES FOR THE EVALUATION OF SERVICE

A) Portfolio

The Department of Theatre supports the following statements from The Final Report of the Faculty Roles and Rewards Committee:

“Service encompasses governance of the department, the school, the college, the university, or the profession, as well as discipline-

based or college mission oriented contributions to the community that are not included in scholarship.”

“Service within the department, the college, the university, the community and the profession supports the advancement of learning and the enrichment of campus culture. “

“Faculty must demonstrate continued successful service to support recommendations for reappointment, continuing appointment and promotion. Faculty members should play a service role commensurate with their rank and the changing needs of their various constituencies.”

B. Basis for judgment;

1. Candidates will prepare a reflective statement, which discusses how their service activities meet the expectations of the department, and inform their teaching and scholarship. This statement shall include service to the department, school, college, profession and Community.
2. All faculty are required to maintain a minimum of four hours per week of office hours and are expected to attend departmental meetings.
3. All faculty are expected to shoulder a proportionate share of the Department’s advisement and registration activities and to dispatch the same in a professional and competent manner. Each faculty member should participate in roughly the same number of final registration, SOAR, and Saturday Information Sessions.
4. Minimum standards for competency in advisement include regular availability during scheduled hours, a more-than-cursory review of student course schedules prior to providing approval, returning student phone calls, etc.

C) Examples of Service Activities:

- Number of advisees,
- Serving on a departmental committee,
- Serving on a School-wide committee,
- Serving on a College-wide committee,
- Chairing a departmental committee,
- Chairing a School-wide committee,
- Chairing a College-wide committee,
- Advising a departmental club,
- Advising a governmental or private sector organization,
- Serving in college senate (or alternate),

- Officer or member of a local, regional or national professional society.

D) Service Performance at Rank:

1. Expected Performance in Service at Rank of Assistant Professor

At this level, the faculty member is expected to actively participate in departmental meetings and be on at least one departmental committee each year.

2. Expected Performance in Service at Rank of Associate Professor

To achieve the Associate Professor level, the faculty member should have demonstrated excellent service, both within and beyond the department, on a continuous basis during the period of service as Assistant Professor. Demonstration of service contributions should come from among the following:

- Development into a competent academic advisor;
- Appointed or elected leadership roles on departmental, College, community and/or professional committees, along with evidence of successful leadership, and successful outcomes to the committees' work;
- Participation in service activities beyond the department (some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels)
- Evidence of participation and leadership may be provided through several types of evaluation, for example
 - Peer reviews
 - Letters from committee chairs citing specific contributions to the work of the committee
 - Substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives;
 - Active leadership in disciplinary professional organizations

3. Expected Performance in Service at Rank of Full Professor

At the Professor level, accomplishments in the area of service should be significantly greater than was expected to achieve the rank of Associate Professor. The level and impact of service, within and beyond the department, should have expanded significantly in all areas into an acknowledged leader in the department, the college and the profession. This may be demonstrated by providing the following evidence:

- Development into a highly competent and effective academic advisor;

- Increased complexity in administrative duties (for example the candidate has chaired a variety of committees both inside and outside the department);
- The excellence of his or her contributions to the committees is testified to by colleagues and can be illustrated in tangible ways;
- The work/product of the committees is exemplary and significant to the college or organization.

4. *Expected Performance in Service above the Rank of Full Professor*

- Remain effective academic advisor
- Mentor new faculty on advisement when needed
- Hold important offices on departmental and college level.
- Exemplary contributions to the department and college is attested by colleagues and can be illustrated in tangible ways;
- The work/product of the committees is exemplary and has major significance to the unit, the college or the profession.

VII- GENERAL CRITERIA FOR PROMOTION

In reviewing a candidate for renewal or promotion, the APT Committee will consider the variables of quality of the work, level at which the work was accomplished and leadership involved in accomplishing the work for every activity submitted by the candidate.

A) Assistant professor

Successful completion of a doctoral dissertation or equivalent terminal degree and evidence of a commitment to continued scholarly/creative activity.

B) Associate Professor

To be promoted to the rank of Associate Professor in the Department of Theatre, a candidate for promotion must have demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: teaching, scholarship/creative activity, and service. In addition,

C) Professor

A person promoted to the rank of Professor has demonstrated professional growth and excellence on a continuous basis in the rank of Associate Professor in all three areas of performance: Effectiveness in teaching, scholarship, and service. The evidence must clearly support the candidate's role as an established leader in the department and in the College, that his/her contributions are of high quality, have been

sustained over a reasonable period of time as an Associate Professor, and suggests likelihood of continued productivity.

VIII- MISCELLANEOUS

A) Ongoing Scholarship

It is expected that each faculty member in the Department of Theatre maintain some level of scholarship. Because scholarship will occupy 15% to 40% of a faculty member's workload, it is difficult to define in specific terms what must be accomplished to qualify as ongoing scholarship. In order to qualify for a 3/3 teaching workload, a faculty member must show evidence of ongoing scholarship to his/her chair by providing evidence of work on primary and secondary products. If such evidence is judged to be inconclusive, the teaching workload will be 4/4. This is best defined by the scholarship that he/she has done in the past three years. Since the assignment of teaching responsibilities falls squarely on the shoulders of the Department Chair, he/she should also be the person responsible for assessing ongoing scholarship since it is he or she who will decide who will have a 3/3 teaching schedule.

For no other purpose than determining 3/3 or 4/4 teaching assignments, auditions, proposals, and submissions for publication should be considered part of ongoing scholarship.

B) Renewal

Typically, faculty who receive an initial appointment at the rank of Instructor or Assistant Professor will be reviewed for renewal of appointment at rank at least twice between their date of appointment and their review for continuing appointment.

When a faculty member has been offered and accepted one to three years toward continuing appointment at the time of initial appointment, there may be only one review for renewal of appointment at rank prior to their review for continuing appointment.

At the time of each review, candidates are evaluated on their performance only in the period since the last review. Candidates should demonstrate sequential progress toward achievement of expectations for continuing appointment as specified above.

C) Continuing Appointment

Continuing appointment reflects the concept of tenure, a defense of academic freedom and the protection from arbitrary dismissal for political or religious reasons. Article XI, Title B, SUNY Policy defines

continuing appointment as “an appointment to a position of academic rank which shall not be affected by changes in such rank and shall continue until resignation, retirement or termination.”

D. Discretionary Salary Increases

The APT Committee will recommend faculty for discretionary salary increases, when available, according to college and school guidelines, and with reference to above sections describing “at rank” and “above rank” in this document.