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Theatre: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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DEPARTMENT OF THEATRE

**STATE UNIVERSITY OF NEW YORK COLLEGE
AT BROCKPORT**

PERSONNEL POLICIES AND PROCEDURES

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DEPARTMENT OF THEATRE PERSONNEL POLICIES AND PROCEDURES

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

SUNY College at Brockport uses the SUNY Board of Trustees' Policies to define the professional obligation for faculty. The College considers the professional obligation of the faculty, as the basis for review in all personnel actions. Professional obligation of the faculty for review is considered in the following three categories:

- ◆ Teaching:
- ◆ Scholarship, research and creative work
- ◆ College community and professional service

Each of these three categories is essential to the overall obligation of each member of the faculty. No one category should receive focus to the exclusion of the others. However, the Department of Theatre acknowledges that teaching is the primary role of the faculty. As such, teaching should reflect approximately 50% of the faculty member's professional obligation. Obligations in scholarship/creative activity and service are not necessarily evenly divided. The amount of time and focus devoted to each of the three areas should be agreed upon annually in consultation with the chair.

RENEWAL

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 two times 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.**

Preparation of material for consideration for renewal of appointment at rank will follow those outlined in the "Composition of the Dossier" (p.8). Materials prepared for each review for renewal of appointment at rank will become the foundation of the portfolio presented for continuing appointment or promotion.

CONTINUING APPOINTMENT

Definition:

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.

Eligibility:

Continuing Appointment as Professor or Associate Professor: In the event an initial appointment is made in the Department of Theatre at the rank of Professor or Associate

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Professor a continuing appointment must occur after the third consecutive year of service (Article XI, Title B, 3a, *SUNY Policies of the Board of Trustees*).

Continuing Appointment as Assistant Professor or Instructor: Department of Theatre faculty members appointed at these ranks are eligible for continuing appointment when they have completed a total of seven years of service in a position of academic rank. At least three of these years must be in academic rank at Brockport. (Article XI, Title B, 3b, *SUNY Policies of the Board of Trustees*).

In the event a faculty member has had prior satisfactory service in a full time tenure track position at an accredited academic institution of higher education, that faculty member may apply for up to three years Prior Service credit. The new faculty member may request a waiver of up to three years not later than six months after the date of initial appointment. (Article XI, Title B, 3d, *SUNY Policies of the Board of Trustees*).

Criteria:

Recommendations for continuing appointment are based primarily on:

- ◆ An evaluation of performance in the Department of Theatre, the college and the academic community in the areas of teaching, scholarship/creative activity and service to the department, school, college and the profession.
- ◆ Programmatic considerations.
- ◆ Past performance at other institutions is only a secondary consideration, primary consideration is activities at SUNY Brockport.

Candidates for continuing appointment in the Department of Theatre should demonstrate:

- ◆ Excellence as described in the promotion criteria for their current rank (see listing below).
- ◆ A positive recommendation for continuing appointment from the Department of Theatre APT Committee, the chair of the Department of Theatre and the Dean of the School of Arts and Performance which reflect the expectations that the person has the potential for attaining the rank of Professor in the department
- ◆ Indication that the individual's contribution to the Department of Theatre, the School of Arts and Performance and the College will be significant and necessary in the future.

PERFORMANCE AT RANK and PROMOTION

Performance at Rank:

Full time teaching members of the Department of Theatre faculty are expected to continue, performance at rank once continuing appointment or a promotion is achieved. The balance of contribution in the areas of teaching, scholarship/creative activity and service will continue to reflect an emphasis on teaching and student learning. Performance at rank defined in section on promotion to a specific rank (Assistant Professor p.3, Associate Professor p. 4, Professor p.6)

The chair of the Department of Theatre in conjunction with the individual faculty member will agree upon the emphasis each of the three categories will receive in the succeeding year at the time of the review of the Annual Report.

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Promotion:

In considering qualification for promotion, the criteria for promotion to the rank of Assistant Professor is used as a base line. Subsequent rank requirements assume all criteria for Assistant Professor are met plus the additional requirements listed under requirement for the rank sought (Assistant Professor p.3, Associate Professor p. 4, Professor p.6).

The candidate for promotion will prepare a dossier in accordance with guidelines published by the Vice-President for Academic affairs. The dossier will address qualifications in teaching, scholarship, and service. Content clarification and items specific to the Department of Theatre are addressed in the Dossier Content section (p.8).

Initial Appointment Rank

Most new full time teaching faculty members at SUNY Brockport are appointed at the rank of Assistant Professor. In the event a terminal degree has not been completed, a faculty member may receive an initial appointment as Instructor (a tenure-accruing rank) or Visiting Assistant Professor (not a tenure-accruing rank).

Promotion to the Rank of Assistant Professor

To be promoted to the to the rank of Assistant Professor in the Department of Theatre, a candidate for promotion will achieve a terminal degree in the discipline.

A terminal degree establishes a person as qualified in the discipline/profession. A candidate for promotion to the rank of Assistant Professor in the Department of Theatre will have been awarded the appropriate terminal degree, e.g., MFA, Ph.D.

The Master of Fine Arts will be considered a terminal degree for Department of Theatre members whose primary area of emphasis is in the area of production and performance. In the event the MFA was not awarded by the Accredited Institution of Higher Education at the time the MA was awarded, a demonstrated history of professional activity in the area of production and performance will serve as demonstrated qualification in the discipline/profession.

In addition, there is the expectation that the faculty member has the potential for achieving excellence in the discipline/profession and for attaining the rank of Professor in the department

Qualification in Teaching:

A candidate for promotion will provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role as follows:

- ◆ Materials that demonstrate a knowledge_of the discipline/profession
- ◆ Skills of pedagogy, including clear and precise communication and methods of instruction.
- ◆ Indication of an interest_in the educational achievements of students.

Reviewers of these materials will look for:

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- ♦ Demonstration of the use of contemporary sources and good correlation of content, method, and student interest and need
- ♦ The relationship of the materials presented to the academic standards of the institution.
- ♦ Demonstration of success in achieving student learning outcomes.

Qualification in Scholarship

1. Successful completion of a doctoral dissertation or MFA project required for the terminal degree demonstrates competence:
2. Production activities outside the university are to be considered “publication” of creative work and scholarship. By virtue of the fact that an audition or selection process is involved, this activity is to be viewed as having received a positive evaluation by those knowledgeable in the field.

College, Community, and Professional Service

The candidate will prepare a statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed. Where service is community-based, such activity should have a direct relationship to the candidate's disciplinary expertise

At the Assistant Professor level, the faculty member's expected role is that of active participant on departmental committees. Initial involvement in College, community, and/or regional professional service begins at this level. Evidence of participation may be provided through several types of evaluation including letters from committee chairs citing specific contributions to the work of the committee.

Promotion to Rank of Associate Professor

To be promoted to the 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. There must be evidence that the person has made sustained high quality contributions to the Department of Theatre and to the College as an Assistant Professor. In addition, the faculty member will demonstrate an established commendable reputation beyond the campus and region for scholarly/creative work in theatre. As in the case of promotion to Assistant Professor, there is 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.

Teaching Quality:

The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence. Information marked with an asterisk (*) in the section on Assistant Professor should be included for the period since continuing appointment or the last review period, whichever is more recent.

For promotion to the rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor.

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For this purpose, the teaching portfolio should include 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 departments offerings and/or by participating successfully in the college-wide instructional programs.
- ♦ Providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor.
- ♦ Confirming teaching excellence by departmental colleagues, e.g., peer review of class or videotape.
- ♦ Demonstrating consistent successful involvement with independent studies, research projects, final major student works, and/or theses.

Scholarship

Scholarship is broadly defined to include discovery, integration, and application and may include any or all of the following products: book (authored or edited including textbooks); journal articles; artistic performance, choreography, exhibition, or design; book chapter; conference presentation; panel discussant involving a critique; and published media or software materials. Grant development may be considered as scholarship/creative activity if it relates directly to research activity and/or results in a product

For promotion, the person must show significant advancement in the area of scholarship/creative activity beyond the level of Assistant Professor and beyond the presentation of doctoral dissertation results to new areas of investigation. The demonstration of scholarship/creative activity must include a product/performance that is subject to external peer review and contributes to the body of knowledge in the field.

The candidate will prepare a Scholarship/creative activity Focus and Summary. This statement will include the following components:

- ♦ An overview of the area of scholarship/creative activity;
- ♦ A list of each scholarly product with:
 - ♦ A brief description of the peer review process
 - ♦ Reputation of each product/piece.
- ♦ A brief reflective critique

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College, Community, and Professional Service

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena, i.e., campus, community, or profession. Community-based service must have direct relevance to the candidate's area of disciplinary expertise

The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed. For promotion to Associate Professor, demonstration of service contributions should include one or more of the following:

- ◆ Administrative and/or leadership roles on department, College, community, and/or professional committees
- ◆ 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, i.e., peer review 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

Promotion to Rank of 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 performance areas: Effectiveness in Teaching, Scholarship/creative activity, and University Service. The evidence must clearly support the person's role as an established leader in the department and in the College and that his/her contributions are of high quality and have been sustained over a reasonable period of time as an Associate Professor. The faculty member now holds a national, and possibly international, reputation for scholarship/creative activity in the field. All the following criteria should be met to warrant favorable consideration for promotion to the rank of professor

Teaching Quality:

The candidate should present a teaching portfolio that demonstrates growth and continued teaching excellence. Information marked with an asterisk (*) in the section on Associate Professor should be included for the period since continuing appointment or the last review period, whichever is more recent.

For promotion to the rank of Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Associate Professor. For this purpose, the teaching portfolio should include evidence of achievement in two or more of the following areas:

- ◆ Demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources.

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- ♦ Undertaking successfully new course assignments and by designing, developing, and successfully teaching new courses not previously part of curricular offerings
- ♦ Providing whole class evaluations in a variety of courses since promotion to the rank of Associate Professor
- ♦ Confirming teaching excellence by departmental colleagues who are directly familiar with the person's work
- ♦ Evidence of a major contribution to the department 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

Scholarship

Accomplishment in this area should be significantly greater than was expected to achieve the rank of Associate Professor. There should be evidence of new and more sophisticated levels of achievement. Successful scholarship/creative activity has led by now to publication or creative work that has been subject to further review. Furthermore, the significance of the person's accomplishment is attested to by peers and reputable figures in the field away from campus

Recognition of the quality of the work (publications, work of art, or performance record) should 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 invitations from leaders in the field to contribute to publications, conferences, and exhibitions, to serve on editorial boards, to review books, to choreograph, perform, etc.

Reputation of the place- journal, gallery, theatre-in which the articles, research projects, poems, short stories, works, etc. have appeared will be an important consideration, as will the publishers or sponsors.

Honors or awards that serve to recognize the person's contributions for long term work in the field and/or new interpretations and applications of scholarship/creative activity

College, Community, and Professional Service

The candidate should demonstrate excellence on a continuous basis in the area of service during the period of tenure as Associate Professor. Not only has the person played consistently a constructive role in departmental meetings, committees, academic advisement and college-wide faculty governance since the last promotion, he or she is now an acknowledged leader in the Department, the College, and the profession. This may be demonstrated by providing the following evidence:

- ♦ Increased complexity in administrative duties; (for example, the person has chaired a variety of committees both inside and outside the department
- ♦ Excellence of the candidates 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

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**COMPOSITION OF DOSSIER FOR CONSIDERATION FOR RENEWAL
CONTINUING APPOINTMENT AND PROMOTION**

Qualification in Teaching:

A candidate will provide a portfolio of teaching materials that addresses the multiple aspects of the instructional role as follows:

- ◆ Materials that demonstrate a knowledge_of the discipline/profession
- ◆ Skills of pedagogy, including clear and precise communication and methods of instruction.
- ◆ Indication of an interest_in the educational achievements of students.

Teaching Portfolio Composition (* Indicates required documentation)

1. Statement of Teaching Philosophy and Focus *

The statement should address:

- ◆ Educational values, ideals and goals
- ◆ Self-evaluation of successes in teaching
- ◆ Efforts to improve teaching generally
- ◆ Particular course revision (when appropriate)
- ◆ Assessment and achievement of student learning outcomes
- ◆ General and specific course effectiveness
- ◆ Include pertinent information directly related to teaching and advisement

2. Course data*

Listing of courses taught:

- ◆ Contact hours, and student enrollment*
- ◆ Additional tutoring hours in performance courses
- ◆ Theatre practicum and crew supervision hours for courses which include production participation – an indication of student contact hours.

3. Production and Performance

Acting and directing:

- ◆ Acting skills as taught through the rehearsal process – including an indication of student contact hours.
- ◆ Acting evaluation and instruction in the audition process - including an indication of student contact hours.

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- ◆ Directing skills as taught through the supervision of student directors during the production process – including an indication of student contact hours.

Technical theatre and design:

- ◆ Technical theatre skills as taught through the production process – including an indication of student contact hours.
- ◆ Design skills as taught through the supervision of student designers during the production process – including an indication of student contact hours.

Promotion and production marketing:

- ◆ Promotion and production marketing skills as taught through the production process – including an indication of student contact hours.

4. Student evaluation:

- ◆ Summary table of IAS ratings on the four core items for all courses taught during the period under review (When a IDEA is fully adopted, that instrument will replace the IAS ratings)*
- ◆ Results of a Student Response Instrument (SRI).
- ◆ Written comments and/or personal assessment of ratings on other items.
- ◆ Instructor developed feedback instrument.
- ◆ Department-solicited letters of support or comment about teaching.

5. Student outcomes and accomplishments:

- ◆ Table of grade distributions for each course/section including personal interpretation of distributions in light of teaching philosophy.*
- ◆ Student entrance into graduate school
- ◆ Student placement in an internship or apprenticeship program
- ◆ Student recognition in regional and national performance and production competition
- ◆ Student employment rates in the theatre and performance fields and success in the workplace
- ◆ Student accomplishments, e.g., conference presentations, published papers, awards, performances, exhibitions, student- faculty research projects.

6. Improvement of teaching:

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- ◆ Professional development as a teacher (workshops, conferences, etc.)*
- ◆ Efforts to remain current in the field.
- ◆ New applications of technology to teaching
- ◆ Revision of course instructional approach.

7. Teaching-Related Activity Beyond the Classroom:

- ◆ Number of advisees.*
- ◆ Evidence of advising quality (surveys, letters, etc.)
- ◆ Independent study and/or thesis supervision
- ◆ Mentoring of students
- ◆ Student involvement in scholarship/creative activity, publication, and/or presentations resulting from student-faculty collaboration
- ◆ Service on student organization and/or advisory committees.

8. Peer Evaluation:

- ◆ Review of course syllabi, assignments, and examinations.*
- ◆ Observation or videotape review
- ◆ Appropriate integration of technology
- ◆ Contributions to curriculum and course development or revision
- ◆ Awards or recognition related to teaching

Qualification in Scholarship

1. Publications.
 - a. Books
 - b. Articles in reviewed journals
 - c. Book and performance reviews
2. Presentations:
 - a. Professional and educational theatre conferences
 - b. Invited workshops.
 - c. Guest lectures
3. Grants:
 - a. Grants awarded in Theatre Arts & Performance areas.
 - b. Grants applied for.

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4. Production activities outside the university are to be considered “publication” of creative work and scholarship. By virtue of the fact that an audition or selection process is involved, this activity is to be viewed as having received a positive evaluation by those knowledgeable in the field. In the areas of design and production, the USITT Tenure and Promotion Guidelines (Appendix C) will be used as a guide.

5. Pre production activity:

Directing:

- ◆ Script analysis. Evidence and documentation in the form of notes to actors and designers, presentation of production concept, preparation of production script.
- ◆ Research of period, style, historical perspectives etc.
- ◆ Collaboration with designers.
- ◆ Selection to direct by a producing organization outside the College.

Design:

- ◆ Script analysis. Evidence and documentation in the form of scene break down, production scheme, structural analysis.
- ◆ Research of period, style, historical perspectives etc.
- ◆ Collaboration with director.
- ◆ Selection to design by a producing organization outside the College.

Acting:

- ◆ Selection as cast member as the result of the audition process.
- ◆ Script analysis. Evidence and documentation in the form of notes and director commentary.
- ◆ Research of period, style, historical perspectives etc.

6. Production activity:

Directing:

- ◆ Documentation: Prompt book.
- ◆ Validation: Public performance, peer evaluation, recognition of quality in the form of awards, citations etc.

Design:

- ◆ Documentation: Plans, palette, renderings.

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- ♦ Validation: Public performance, peer evaluation, recognition of quality in the form of awards, citations etc.

Acting:

- ♦ Documentation: Public performance, may include film or other media.
- ♦ Validation: Print review, peer evaluation, recognition of quality in the form of awards, citations etc.

College, Community, and Professional Service

The candidate will prepare a statement of all relevant service activities with a brief description of the individual's responsibilities, participation, and any product developed. Where service is community-based, such activity should have a direct relationship to the candidate's disciplinary expertise

COMPOSITION OF THE APT COMMITTEE

The Department of Theatre APT committee will be structured in accordance with the "Revisions/Clarification to Academic Policy/Practice on Department APT Committees," prepared by the Vice President for Academic Affairs (Appendix B)

Members of the Department of Theatre APT committee should have continuing appointment.

Professional staff with permanent appointment who have a demonstrated history of evaluated teaching, scholarship and service may participate as voting members of the APT committee.

The Chair, Department of Theatre, will not sit on the APT committee.

When there are less than three faculty and staff meeting the above qualifications, the Chair of the Department of Theatre and the members of the faculty of the Department of Theatre in consultation with the Dean of the School of Arts and Performance will solicit the participation in the following order:

1. Emeritus faculty.
2. Faculty members within the School of Arts and Performance whose area of expertise is in an area similar to that of the candidates (i.e. broadcasting – voice & diction; graphic art – design)
3. Faculty members at large whose area of expertise is in an area similar to that of the candidates (i.e. English literature – theatre criticism; History – theatre history)

EVALUATION OF SCHOLARSHIP/CREATIVITY

FORMS OF SCHOLARSHIP/CREATIVITY: Members of the Department of Theatre faculty may demonstrate scholarship/creativity in one or more of the following ways:

Scholarship

Empirical Research

Studies may be conducted in the areas of but are not limited to:

Educational program development:

Curriculum

School programs

Course development

National review

Audience profiling

Season selection

Marketing

Performance enhancement (acting, directing and design)

New technologies review

Materials use and review

Results of empirical research must be published/dissemination.

Publication/dissemination may be in the form of: professional journal publication, presentation at conference or seminar at the local national or international level, interdepartmental exchange, etc. Although such studies may be meaningful when shared with department colleagues, the publication/dissemination must reach a population that extends past the department faculty

Historical Research

Pre-production Research: It is assumed that directors and designer engage in pre-production research. Documentation of this research, for the purpose of review will be demonstrated in the following ways:

Documents used to present a director's production concept to production staff and actors, program notes, study guides.

Research files developed by designers. (Sketch book, illustrations, bibliography, web sites, primary document source, etc.)

Actor script preparation.

Research for presentation or publication.

Research for course development: Research in this area should be included in the area of teaching. In the event the course is in early development or more than 50% of involvement has been in the area of teaching, that research may be included in this area.

Creativity

Directing: With the exception of the development of new works, creativity in the area of direction may be documented with production notes, prompt script and video

recording for review. Published reviews of the work are accepted but not mandatory.

Script analysis
Script development/adaptation
New works

Acting: Creativity in the area of acting may be documented with review and recording of work for review. Published reviews are accepted by not mandatory. It is recommended that the faculty member notify potential members of the APT committee to attend performances. Outside auditor or reviewer remarks may be used to document work. A vita of the auditor/review should be included with remarks.

Script analysis
Script development/adaptation
New works

REVISIONS/CLARIFICATIONS TO ACADEMIC POLICY/PRACTICE
ON DEPARTMENT APT COMMITTEES

Purpose of policy: To facilitate personnel actions and to assure both academic rigor and equity in review.

Application: This policy applies to APT Committees addressing actions on *continuing appointment, reappointments, promotions, and sabbatical leaves*. It does not apply to APT Committees addressing DSI recommendations.

1. Academic credentials and performance should be reviewed by those with similar knowledge and experience; therefore (with the exception of the Faculty Senate Observer/Consultant), only teaching faculty should review teaching faculty, and only librarians should review librarians.
2. All members of departmental APT committees should have continuing appointment (or, **in** the case of professional staff, permanent appointment).
3. In the case of promotion, only those who have attained the rank of Associate Professor or higher may serve on the committee. In the case of promotion to full Professor, the APT committee must include at least one full professor. If a full professor is not available amongst the members of the department, the dean, after consulting the chair and members of the faculty in the department, will appoint a full professor from another department, or an emeritus full professor from the department, to the APT committee for the purpose of reviewing the promotion to professor.
4. APT committees consist of at least three (3) members. When circumstances necessitate that a department depart from these policies, the Chair and members of the department shall consult with the Dean to implement department-specific policies or membership.
5. If a department decides that professional staff members assigned to the department should also serve on the APT committee, the department chair will request approval of these members from the School dean, in accordance with #5, above.
6. APT committees should consider the opinion of students, as provided in the campus' student evaluation of instruction process, in making recommendations as to continuing appointments, reappointments, and promotions

APPROVED BY ACADEMIC COUNCIL: October 20, 1998

REFERRED TO FACULTY SENATE: October 26, 1998

REVISED BY ACADEMIC COUNCIL: March 9, 1999

REVISIONS REFERRED TO FACULTY SENATE: March 15, 1999

Timothy J. Flanagan, Ph.D.
Vice President for Academic Affairs