

## **Reappointment, Tenure, and Promotion Policy**

### **Part II: Academic Unit Criteria, Standards and Processes**

#### **Academic Unit: Department of Theatre and Film**

##### **Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six**

Annual Performance Reviews (APR) will be conducted by the Chair, who will consider, with input from the faculty, the quality of instruction and participation in service activities. Primary emphasis is placed on effective teaching. The department recognizes the following principles:

- Developing effective methods for imparting knowledge of course subject matter, and devising fair and accurate assessments for evaluating student comprehension of course material.
- The encouragement and development of reciprocity and cooperation among students.
- The use of high-impact, active, and/or experiential learning techniques.
- Providing comprehensive syllabi and transparent course expectations for students.

Performance is deemed satisfactory in the event that NTTF receive positive peer evaluation(s), earn quantitative evaluation scores that are comparable to or exceed the department average, and qualitative responses do not raise significant red flags that could indicate the instructor is not meeting the minimum standards in the classroom. Peer evaluations that indicate the NTTF is engaging students in the classroom and is effectively teaching the appropriate curriculum will be deemed positive. Peer evaluations that include constructive feedback may be viewed as positive evaluations. Additional evidence such as course materials (e.g., syllabi, assignments, and so forth) will be used as part of the evaluation process. In the event the instructor's performance falls below department norms and expectations, the Chair may provide guidance on how the NTTF can improve their performance or recommend to the Dean that the NTTF not be renewed.

Enhanced Performance Review (EPR) criteria largely parallel those guiding APRs, but span the past three years of performance and include additional evidence of teaching effectiveness. NTTF will not only be evaluated on their student evaluations and peer evaluations, but also on the quality of their teaching and service philosophy statements and course materials. First, strong candidates will typically have quantitative teaching evaluation scores that are comparable with or exceed the department average. Second, they will have qualitative evaluations that are generally positive, indicating the instructor meets or exceeds minimum standards. Third, strong candidates will have received peer evaluations of their teaching each year that indicate they engage and communicate effectively with students. Finally, strong candidates will have implemented course materials (e.g., syllabi, assignments, etc.) that are rigorous yet also at the appropriate level and aligned with the department's curriculum. NTTF will also be evaluated on their service activities. NTTF are minimally expected to contribute to the life and governance of the department through

service on at least one major departmental committee or in an administrative post per year or the equivalent. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels they better define their total contributions in the areas of teaching and service.

#### Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

Annual Performance Reviews shall require that the NTTF member compile a dossier consisting of their curriculum vitae (CV) and the following additional supporting materials:

- Syllabi from all courses taught that demonstrate completeness, clarity and adherence to university standards.
- Peer reviews from different faculty of higher rank than the candidate that are generally positive. Peer reviews are not required for year one APR; however, because they are required for subsequent APRs and EPRs, peer reviews should be conducted in year one.
- Quantitative and qualitative course evaluations (provided by the Chair).
- Evidence of effective teaching, including instructional, curricular, and program development, and contributions to student learning that demonstrate student success. For online courses, provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness. Materials that demonstrate teaching innovation are encouraged but not required.

Enhanced Performance Reviews shall require that the NTTF member compile a dossier consisting of their curriculum vitae (CV) and the following additional supporting materials:

- Syllabi for all courses taught since hire or last EPR that demonstrate completeness, clarity and adherence to university standards.
- Teaching philosophy narrative (no more than 3 single-spaced pages) that describes the candidate's approach to teaching.
- Quantitative and qualitative course evaluations for all courses taught since hire or last EPR (provided by the Chair).
- Peer teaching evaluations (minimum of three from at least three different faculty of higher rank than the candidate and obtained in each of the past three academic years).
- Evidence of effective teaching, including instructional and program development, and contributions to student learning that demonstrate student success and curricular development. For online courses,

provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness. Materials that demonstrate teaching innovation are encouraged but not required.

- Service philosophy narrative (no more than 2 single-spaced pages) summarizing the candidate's service activities over the past three years and goals for the future, and documentation of service activities.

### Unit Faculty Involvement in the NTTF APR Process

For Annual Performance Reviews (APRs), the eligible BUFMs (i.e., those of higher rank than the candidate under review) shall convene a meeting to discuss the candidate's performance and achievement as reflected in the dossier for the review period. The voting faculty will conduct an anonymous yes or no vote on whether the candidate should be reappointed. The Chair will be present at the meeting but not participate in the discussion or the vote. If the Chair disagrees with the eligible BUFM's recommendation of the candidate, the Chair will state the reasons for disagreement in writing. The Chair also will include a report of the eligible voters' vote and their overall assessment of the candidate's performance in the Chair's letter to the Dean.

### Academic Unit Criteria and Standards used in NTTF Promotion Review

#### 1. Criteria for Promotion from Instructor to Lecturer

Promotion to Lecturer in the Department of Theatre and Film requires evidence of effective teaching and service to the department and to the college, university, community, or discipline.

Successful candidates for promotion to Lecturer must demonstrate a commitment to instructional excellence and to student success in achieving learning outcomes. This is typically evinced by consistently positive quantitative teaching evaluations that are comparable with or exceed the department average at the same course level, qualitative student responses that indicate effective instruction, and by receiving mostly positive peer evaluations completed by faculty of a higher rank with no more than two such evaluations from the same faculty member in any single evaluation period. Candidates must also demonstrate success in at least two additional performance indicators used in the evaluation of teaching effectiveness (see following section) in the most recent six years as Instructor. In terms of service effectiveness, the candidate should provide clear evidence that they have consistently fulfilled their responsibilities to serve annually on one or more departmental committees or equivalent during the six most recent years, as well as demonstrating success in at least two additional performance indicators used in the evaluation of service (see following section).

#### 2. Criteria for Promotion from Lecturer to Senior Lecturer

Promotion to Senior Lecturer in the Department of Theatre and Film requires evidence of effective teaching and service to the department and to the college, university, community, or

discipline.

Successful candidates for promotion to Senior Lecturer must demonstrate a commitment to instructional excellence and to student success in achieving learning outcomes. This is typically evinced by consistently positive quantitative teaching evaluations that are comparable with or exceed the department average (at the same course level), qualitative student responses that indicate effective instruction, and by receiving positive peer evaluations completed by faculty of a higher rank with no more than two such evaluations from the same faculty member in any single evaluation period. Candidates must also demonstrate success in at least four additional performance indicators used in the evaluation of teaching effectiveness (see following section) in the period since attaining the rank of Lecturer. Successful candidates will also provide evidence of leading efforts for curricular development and reform or other indicators of leadership in teaching. In terms of service effectiveness, the candidate should provide clear evidence that they have consistently fulfilled their responsibilities to serve annually on one or more departmental committees during the six most recent years as well as demonstrating success in at least four additional performance indicators used in the evaluation of service (see following section). In addition, candidates should provide evidence of leadership in service beyond that demonstrated in the promotion to Lecturer (for example, mentorship of junior faculty or graduate students, committee chair, elected position, leading outreach activities beyond duties as assigned).

#### Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

Applications for Promotion shall require that the NTTF member compile a dossier consisting of their curriculum vitae (CV) and the following additional supporting materials:

- Syllabi for all courses taught since hire or last promotion that demonstrate completeness, clarity and adherence to university standards.
- Teaching philosophy narrative (no more than three single-spaced pages) that describes the candidate's approach to teaching
- Quantitative and qualitative course evaluations for all courses taught since hire or last promotion (provided by the Chair).
- Peer teaching evaluations (minimum of three from at least three different faculty of higher rank than the candidate and obtained from different semesters across the review period since hire or last promotion).
- Evidence of effective teaching, including instructional and program development, and contributions to student learning that demonstrate student success and curricular development. For online courses, provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness. Materials that demonstrate teaching innovation are encouraged but not

required. (See list below.)

- Service philosophy narrative summarizing the candidate's service activities since hire or last promotion, and goals for the future, and documentation of service activities.

**Additional Performance Indicators of Teaching Effectiveness (minimum of two different indicators for promotion to Lecturer and four different indicators for promotion to Senior Lecturer):**

- Teaching awards or nominations.
- Evidence of contributions to improving student success in achieving learning outcomes.
- Evidence of new courses developed, existing courses substantially improved, or courses adapted for online delivery.
- Evidence of effective use of instructional technology, innovation in pedagogical approaches, and design of assessments that promote student learning and the acquisition of learning outcomes.
- Instructional grants.
- Evidence of collaborative teaching (e.g., team teaching, coordinating linked courses, guest lecturing).
- Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors theses advised, supervising research or teaching internships, arranging panels for student participation, teaching or co-curricular engagement with themed or residential learning communities, etc.).
- Course coordination and supervision of graduate teaching assistants.
- Graduate teaching, including membership on thesis or dissertation committees.
- Scholarly or creative activities or development that contribute to teaching expertise.
- Evidence of pedagogy for special needs students.
- Evidence of participation in or leadership of professional development activities, such as teaching workshops or learning communities, designed to improve teaching (e.g., teaching workshops or learning communities).
- Evidence of extracurricular support of learning, such as extra-course learning opportunities, sponsorship of student activities, or accompanying students to professional meetings.
- Presentations at regional, national, international disciplinary conferences about teaching or pedagogy.
- Other indicators of teaching effectiveness of an equivalent caliber may be

considered.

Additional Performance Indicators of Effective Service (minimum of two different indicators for promotion to Lecturer and four different indicators for promotion to Senior Lecturer):

- Membership on college or university committees or advisory boards, service to BGSU-FA, and equivalencies.
- Documentation of work with student organizations.
- Evidence of service within the local community related to the candidate's discipline.
- Service work for regional, national or international organizations or institutions within the candidate's discipline.
- Other evidence that documents the candidate's service to the college, university, local community, or discipline that are not included in this list may be considered.

#### Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

The candidate's Annual Performance Review (APR) will be conducted by the Chair, who will consider, with input from the faculty, the quality of instruction, the research/creative activity that culminates in peer-reviewed publications/performances/exhibitions, and participation in service activities. Substantial emphasis is placed on effective teaching. The department recognizes the following principles:

- Developing effective methods for imparting knowledge of course subject matter, and devising fair and accurate assessments for evaluating student comprehension of course material.
- The encouragement and development of reciprocity and cooperation among students.
- The use of high-impact, active, and/or experiential learning techniques.
- Providing comprehensive syllabi and transparent course expectations for students.

As they progress on the tenure track, successful candidates will demonstrate an accumulation of teaching, research/creative, and service activities that reflect a growth in productivity (both quality and quantity) over the six-year period. Successful candidates will evince strong teaching effectiveness from the outset or demonstrate sustained improvement over time, ultimately comparable with or exceeding departmental averages in their teaching evaluations, receiving positive peer evaluations, preparing and implementing rigorous course materials, and making meaningful contributions to the department's teaching mission. Candidates will also show evidence of some involvement in graduate student theses and dissertations (if applicable) through committee membership. Moreover, during the first and second year APRs, candidates are launching their research/creative careers and thus manuscripts and creative work in-progress (and under review or revision) are demonstrative of activity which signals likely peer-reviewed or juried research/creative productivity. Following a successful Enhanced Performance Review during the third year, successful candidates for the fourth and fifth year annual reviews will show sustained (or increased) research/creative activity as well as research/creative productivity, including the publication of peer-reviewed journal articles, book chapters, performances or exhibitions. Finally, the scope and level of service

engaged in by successful candidates will increase over the six-year period, expanding from solely department-level service to college or university service and contributions to their discipline at the regional, national, or international level. During the first and second year of the probationary period, candidates may only have department level service, but they should be seeking opportunities to contribute at the college or university levels, and to their discipline at the regional, national, or international levels. By years 3, 4, and 5, successful candidates will have contributed meaningful service to the college or university and to their profession at the regional, national, or international levels, as well as their annual department level service.

The Enhanced Performance Review (EPR) typically occurs during the fall semester of the candidate's third year on the tenure track. At this point, the candidate must demonstrate success in teaching, research/creative, and service. Specifically, to demonstrate success in teaching, criteria include quantitative teaching evaluations that are consistently comparable with or exceed the department average (at the same course level), qualitative student responses that indicate effective instruction, and primarily positive peer evaluations.

Research/creative success shall be indicated by research/creative *productivity* since initial hire. The faculty member must have refereed or juried publications, exhibitions, presentations, festival participations, the equivalent, and/or must have consistent evidence of accomplishment in productions that may include in-house departmental productions. The proportions of refereed publication and/or creative work a candidate achieves will vary depending on the candidate's specialization(s). In all cases, some peer-reviewed publication/creative work is expected in reputable disciplinary and/or professional venues. By the time the candidate submits the EPR, the minimum expectation is for two peer-reviewed essays published or accepted for publication by faculty conducting research and two peer-reviewed adjudicated projects in reputable venues by film faculty engaged in creative activity. For MFA theatre and dance faculty, the minimum expectation is for two creative works presented in a non-adjudicated venue; these works may include work on campus (production work on campus to fulfill the research/creative work portfolio expectations cannot also be counted as teaching). It is the responsibility of the faculty member to argue the significance of the work and the venue. In terms of scholarly publication, journal quality is an important factor and the department favors publications in international or national-level journals over regional journals. Refereed publications are given greater weight than non-refereed publications. Manuscripts under review will be considered, and those that have received an invitation to revise and resubmit will be viewed more favorably than those merely under review. In terms of creative activity, the department recognizes significant contribution to exhibition, performance, or other work presented in a professional venue (including non-Equity venues), for commercial exhibition, or accepted for commercial or non-commercial distribution (whether handled by a distribution company via broadcast, cable, theatrical, online or home video release) selected through an adjudication process, which may include evaluation by a recognized corporation or organization within the disciplines of theatre, dance, performance studies, or film. Grant activity (submission or receipt) is desirable but not necessary for a successful EPR. However, grants awarded to support research/creative activity are considered significant accomplishments in support of the candidate's progress through the

probationary period. Scholarship of Engagement may be considered equivalent to journal articles. In determining the equivalence, the following criteria must be taken into account: rigorous documentation of sources, a critical perspective on the subject (as opposed to a celebratory tone), external peer reviews, and the prestige of the venue or sponsor. Other indicators of the relevance of the candidates' research/creative activity include presentations and workshops at regional, national, or international meetings and invited talks.

While progressing through all stages of the probationary period, candidates should be aware that typically, in the Department of Theatre and Film, tenure-track faculty members achieve tenure and promotion along one of three possible trajectories: solely through publication, solely through creative work, or a mix of publication and creative work. Consistent with evolving practices in higher education, the department recognizes the important role of collaboration in research/creative work, but faculty who include collaborative work in their dossiers must explain the extent of their work and the significance of the contributions of all collaborators.

Service on a department committee or equivalent each year is required. Ideally, the candidate shall have pursued service at the university or college level and be beginning to participate in some service to the discipline at the regional, national, or international level (e.g., organize a session at a regional, national, or international meeting, serve as a manuscript reviewer for journals, etc.).

#### Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

Annual Performance Reviews shall require that the TTF member compile a dossier consisting of their curriculum vitae (CV) and the following additional supporting materials:

- Syllabi from all courses taught that demonstrate completeness, clarity and adherence to university standards.
- Peer reviews from different faculty of higher rank than the candidate that are generally positive.
- Quantitative and qualitative course evaluations (provided by the Chair).
- Evidence of effective teaching, including instructional and program development, and contributions to student learning that demonstrate student success and curricular development. For online courses, provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness. Materials that demonstrate teaching innovation are encouraged but not required. (See list below.)
- Copies of published scholarly work (books, book chapters, articles),



completed creative work (films, screenplays, etc.), and/or documentation of creative activity that demonstrates the significance of the venue or outlet, or equivalent.

Enhanced Performance Reviews shall require that the TTF member compile a dossier consisting of their curriculum vitae (CV) and the following additional supporting materials:

- Syllabi for all courses taught since hire that demonstrate completeness, clarity and adherence to university standards.
- Teaching philosophy narrative (no more than 3 single-spaced pages) that describes the candidate's approach to teaching.
- Quantitative and qualitative course evaluations for all courses taught since hire (provided by the Chair).
- Peer teaching evaluations (minimum of three from at least three different faculty of higher rank than the candidate and obtained in each of the past three academic years).
- Evidence of effective teaching, including instructional and program development, and contributions to student learning that demonstrate contributions to student success and curricular development. For online courses, provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness. Materials that demonstrate teaching innovation are encouraged but not required.
- Research/creative philosophy narrative (no more than 3 single-spaced pages).
- Copies of published scholarly work (books, book chapters, articles) and/or documentation of creative activity that demonstrates the significance of the venue or outlet, or equivalent.
- Service philosophy narrative (no more than 2 single-spaced pages) summarizing the candidate's service activities over the past three years and goals for the future, and documentation of service activities.

#### Unit Faculty Involvement in the TTF APR Process

For Annual Performance Reviews (APRs), the eligible BUFMs (i.e., those of higher rank than the candidate under review) shall convene a meeting to discuss the candidate's performance and achievement as reflected in the dossier for the review period. The Chair will observe at the meeting but not participate in the discussion. If the Chair disagrees with the eligible BUFMs' assessment of the candidate, the Chair will state the reasons for disagreement in writing. The Chair also will include a report of the eligible BUFMs' overall assessment of the candidate's progress in the Chair's letter to the Dean.

### Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

Promotion from Assistant Professor to Associate Professor with tenure is based on convincing evidence that the candidate has developed an independent research/creative identity and is regularly publishing/creating high-quality research/creative work. The candidate must also provide documentation of effective teaching and active service during their probationary period at BGSU. Finally, they must show promise of sustained productivity in all three areas, especially the dedication to establish a national reputation for scholarship/creative activity. The criteria that follow are based upon the typical balance of assigned duties for an Assistant Professor in the Department of Theatre and Film of 40% Teaching, 40% Research/Creative, and 20% Service. The department must consider exceptions to this allocation that have been approved by the Chair and the Dean, and weigh the criteria that follow accordingly.

Candidates must demonstrate a commitment to instructional excellence and to student success in achieving learning outcomes. This is typically evinced by consistently positive quantitative teaching evaluations that are comparable with or exceed the departmental average (at the same course level), qualitative student responses that indicate effective instruction, and primarily positive peer evaluations. Faculty with regular graduate faculty status 1, 2, or 3, are expected to contribute to graduate education. Candidates must also demonstrate success in at least four other performance indicators of teaching effectiveness, which may include:

- Teaching awards or nominations.
- Evidence of contributions to improving student success in achieving learning outcomes.
- Evidence of new courses developed, existing courses substantially revised, or courses adapted for online delivery.
- Evidence of effective use of instructional technology, innovation in pedagogical approaches, and design of assessments that promote student learning and the acquisition of learning outcomes.
- Instructional grants.
- Evidence of collaborative teaching (e.g., team teaching, coordinating linked courses, guest lecturing).
- Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors theses advised, supervising research/creative activity or teaching internships, arranging panels for student participation, engagement with themed or residential learning communities, etc.).
- Significant mentorship of graduate students in teaching and pedagogy, beyond the basic requirements of managing assigned Teaching/Research Assistants.
- Evidence of participation in or leadership of professional development activities - such as teaching workshops or faculty learning communities, designed to improve teaching (e.g., teaching workshops or learning communities).

- Evidence of pedagogy for special needs students.
- Scholarly or creative activities that contribute to teaching expertise (such as publications and national conference presentations in the scholarship of teaching and learning, to the extent that it is not double-counted under Research/Creative).
- Presentations at regional, national, international disciplinary conferences about teaching or pedagogy.
- Evidence of extracurricular support of learning, such as extra-course learning opportunities, sponsorship of student activities, or accompanying students to professional meetings.
- Other indicators of teaching effectiveness of an equivalent caliber may be considered.

Research/creative *productivity* is essential for candidates to be promoted to Associate Professor. Candidates must be productive researchers/artists as evinced by refereed or juried works since the initial hire. The faculty member must have refereed or juried publications, exhibitions, presentations, festival participations, the equivalent, and/or must have consistent evidence of accomplishment in productions that may include in-house departmental productions. In terms of publications, books published or in press by a recognized academic press or major commercial press are most desirable and typically carry more weight than articles or book chapters depending on the quality, length, and originality (i.e., the extent to which the content does not overlap with other published works). Journal or press quality is a leading indicator of the caliber of the scholarship produced by the candidate and consequently the department favors publications in top specialty and general journals and academic presses. Refereed publications are given greater weight than non-refereed publications, although the candidate may argue an exception. Work in collaboration will be evaluated as equivalent to single-authored work if each author was actively engaged in the analysis, research, and writing, and the whole body of work is consistent with the principle of an independent research identity. The proportions of refereed publication and/or creative work a candidate achieves will vary depending on the candidate's specialization(s). In terms of creative activity, the department recognizes significant contribution to exhibition, performance, or other work presented in a professional venue (including non-Equity venues), for commercial exhibition, or accepted for commercial or non-commercial distribution (whether handled by a distribution company via broadcast, cable, theatrical, online or home video release) selected through an adjudication process, which may include evaluation by a recognized corporation or organization within the disciplines of theatre, dance, performance studies, or film. Research/Creative products resulting from Scholarship of Engagement may be considered equivalent to journal articles; however, Scholarship of Engagement should not be the sole foundation of the candidate's dossier, as discussed below. In determining that equivalence, the following criteria must be taken into account: rigorous documentation of sources, a critical perspective on the subject (as opposed to a celebratory tone), external peer reviews, and the prestige of the venue, sponsor, or equivalent.

The assessment of a candidate's research/creative work record for tenure and promotion to Associate Professor involves consideration of both research/creative activity and productivity. The principle consideration is whether a candidate's program of scholarship/creative activity, as a contribution to the discipline, shows the level of quality and productivity commensurate with an emerging national reputation.

Typically, successful candidates whose work is solely focused on scholarship will have a published book-length academic monograph and at least two article-length refereed publications or the equivalent, or five article-length refereed publications. No more than two articles may be substituted by Scholarship of Engagement projects, and at least two publications have to be exclusively authored by the candidate. In all cases, the number of publications will be appraised within the context of the quality of each publication and its significance in the field. Candidates must also provide evidence of consistent engagement in the discipline through presentation of research at conferences, including presentation of work at research seminars, through invited addresses, workshops at scholarly conferences, colloquia, and/or professional development forums.

Typically, for successful candidates whose productivity is focused on creative work, significant contribution to the creative life of the department as well as the discipline is expected. For theatre and dance MFA faculty, this must include a minimum of six creative works presented in a non-adjudicated venue, including work on campus (production work on campus to fulfill the research/creative work portfolio expectations cannot also be counted as Teaching), one externally adjudicated activity during the probationary period and a minimum of two activities that demonstrate involvement in the discipline, drawing upon the faculty member's expertise and establishing a professional reputation beyond the university (e.g., presentation/workshop at a regional, national, or international conference, workshop at another university, or equivalent). For film production MFA faculty, whose area of concentration is directing, candidates should have at least four separate juried projects. The productions may or may not have originated in faculty-directed studio-experience courses. In other aspects of film production, collaboration such as cinematographer, sound designer, or other significant production roles, may qualify as significant creative activities. All candidates who present a creative promotion and tenure dossier must articulate the scope and significance of the activity in the Research/Creative Work narrative.

The candidate's research/creative record will form a coherent whole, establishing the candidate as a recognized scholar or artist in a specific area. The expected impact of the candidate's body of work on the field is also a relevant consideration. External reviewers will evaluate the candidate's portfolio of research/creative work and their conclusions will be considered in the department's assessment of the candidate's research/creative work performance.

In terms of service effectiveness, the candidate should provide clear evidence that they have consistently fulfilled their responsibilities to serve annually on one or more major departmental committees during the probationary period, or equivalent, as well as demonstrate success in at least two additional performance indicators used in the evaluation of service.

The candidate shall have made meaningful service contributions to the college or the university, which might include:

- Membership on college or university committees, councils, or advisory boards, service to BGSU-FA, or equivalent.
- Documentation of work with student organizations.
- Other evidence that documents the candidate's service to the college or university.

The candidate is also expected to have provided some service to the discipline, which might include:

- Organizing or commenting on a session at a regional or national meeting;
- Serving as a manuscript reviewer for academic journals or presses;
- Publishing book or performance review;
- Serving on an award committee;
- Serving on a committee for a regional, national, or international organization.
- Other evidence that documents the candidate's service to the discipline.

Though not required, the candidate may also have provided service to the community related to their discipline.

The candidate is advised to engage in service activities to set the stage for continued development at all levels within the university and the discipline.

### **Criteria for Promotion from Associate Professor to Professor**

Promotion from Associate Professor to Professor is based on convincing evidence that the faculty member has achieved and can be expected to maintain a sustained record of excellence in teaching, research/creative, and service. Successful candidates will have attained a national/international reputation in the field through outstanding scholarship/creative work and service to the discipline. Candidates for Professor should show consistent achievement for several years before seeking promotion.

Demonstration of a commitment to instructional excellence and to student success in achieving learning outcomes is typically evinced by consistently positive quantitative teaching evaluations that are comparable with or exceed the departmental average (at the same course level), as well as at least six indicators of teaching effectiveness since last promotion (see section above) and several examples of teaching leadership. Teaching leadership is defined broadly and can include serving as a teaching mentor for others (faculty, graduate students, and undergraduate students) in the department; mentoring undergraduate and graduate students beyond routine management of teaching assistantships; supervising undergraduate and graduate students in independent studies and internships; supervising undergraduate students in Honors projects and undergraduate research/creative projects leading to public presentation; contributing to significant curricular changes, including the creation of new courses; consistently teaching courses with large enrollment and/or in the General Education curriculum; extensive advising of graduate students through chairing Master's theses committees, Master's Plan II committees,

and/or PhD dissertation committees; leadership in university or national level teaching workshops; pedagogical publications; or teaching awards or honors.

Successful candidates will have maintained an extensive research/creative record while an associate professor. Candidates must be productive researchers/artists as evinced by refereed works since promotion to associate. In terms of publications, books published or in press by a recognized academic press or major commercial press are most desirable and typically carry more weight than articles or book chapters depending on the quality, length, and originality (i.e., the extent to which the content does not overlap with other published works). Journal or press quality is a leading indicator of the caliber of the scholarship produced by the candidate and consequently the department favors publications in top specialty and general journals and academic presses. Refereed publications are given greater weight than non-refereed publications, although the candidate may argue an exception. Work in collaboration will be evaluated as equivalent to single-authored work if each author was actively engaged in the analysis, research, and writing, and the whole body of work is consistent with the principle of an independent research identity. The proportions of refereed publication and/or creative work a candidate achieves will vary depending on the candidate's specialization(s). In terms of creative activity, the department recognizes significant contribution to exhibition, performance, or other work presented in a professional venue (including non-Equity venues), for commercial exhibition, or accepted for commercial or non-commercial distribution (whether handled by a distribution company via broadcast, cable, theatrical, online or home video release) selected through an adjudication process, which may include evaluation by a recognized corporation or organization within the disciplines of theatre, dance, performance studies, or film. Research/Creative products resulting from Scholarship of Engagement may be considered equivalent to journal articles. In determining that equivalence, the following criteria must be taken into account: rigorous documentation of sources, a critical perspective on the subject (as opposed to a celebratory tone), external peer reviews, and the prestige of the venue, sponsor, or equivalent.

The assessment of a candidate's research/creative work record for promotion to Professor involves consideration of both research/creative activity and productivity. The principle consideration is whether a candidate's program of scholarship/creative activity, as a contribution to the discipline, demonstrates the level of quality and productivity of a scholar possessing a national/international reputation. Typically, successful candidates whose work is solely focused on scholarship, will have since last promotion, a published book-length academic monograph and at least three article-length refereed publications or the equivalent, or six article-length refereed publications. Editing a special issue of a peer-reviewed journal or book, which includes original and critical contribution by the candidate, or serving as the editor of a journal, are indicators of research leadership and thus may be counted as publication. Candidates must argue the significance of the work in the research narrative. No more than half of the articles may be substituted by Scholarship of Engagement projects, and at least half of the publications must be exclusively authored by the candidate. In all cases, the number of publications will be appraised within the context of the quality of each publication including the quality of the venue and its influence in the field. Candidates must also provide evidence of sustained engagement in the discipline through presentation of research at conferences, including presentation of work at research seminars and through invited

addresses and workshops at scholarly conferences, colloquia, and professional development forums.

Typically, for successful candidates whose productivity is focused on creative work, significant and sustained contribution to the creative life of the department as well as the discipline is expected. For theatre and dance MFA faculty, this must include a minimum of eight creative works, since last promotion, that may be presented in a non-adjudicated venue, including work on campus (production work on campus to fulfill the research/creative work portfolio expectations cannot also be counted as Teaching), two adjudicated activities since last promotion and a minimum of four activities that demonstrate involvement in the discipline, drawing upon the faculty member's expertise and demonstrating the attainment of a professional reputation beyond the university (e.g., presentation/workshop at a regional, national, or international conference, workshop at another university, or equivalent). For film production MFA faculty, whose area of concentration is directing, candidates should have consistent and continual work that builds on previous accomplishments. A record of juried or invited screenings at top-tier venues, creative work that receives awards, and work that makes significant contributions to the art form. Candidates must have at least five separate juried projects since last promotion. The productions may or may not have originated in faculty-directed studio-experience courses. In other aspects of film production, collaboration such as cinematographer, sound designer, or other significant production roles, may qualify as significant creative activities. All candidates who present a creative promotion and tenure dossier, must articulate the scope and significance of the activity in the Research/Creative Work narrative. The candidate's research/creative record will form a coherent whole, establishing the candidate as a recognized scholar or artist in a specific area. The impact of the candidate's body of work on the field is also a relevant consideration. The broader impact of the candidate's work will serve as a primary criterion in the evaluation process. External reviewers will assess the candidate's prominence in the field and the department will use these external assessments to gauge the candidate's scholarly impact.

Substantial service to the department, university, and the profession is required for promotion to Professor. At the departmental level, the candidate should provide clear evidence that they have consistently fulfilled their responsibilities to serve annually on one or more major departmental committees since the last promotion, as well as demonstrating sustained service activities with a minimum of four additional performance indicators, at the college, university, and professional levels, since last promotion, which might include:

- Membership on college or university committees, councils, or advisory boards, service to BGSU-FA, and equivalencies;
- Documentation of work with student organizations;
- Other evidence that documents the candidate's service to the college or university;
- Organizing or commenting on a session at a regional or national meeting;
- Serving as a manuscript reviewer for academic journals or presses;
- Membership on editorial boards for disciplinary journals;
- Leader or member of a jury for festivals and exhibitions;
- Officership in regional, national, international disciplinary organizations;
- Publishing book or performance review;
- Serving on an award committee;

- Serving on a committee for a regional, national, or international organization;
- Other evidence that documents the candidate's service to the discipline.

Service activities must involve leadership roles in department, college or university committees. Mentoring of faculty colleagues is also expected.

Though not required, the candidate may also have provided service to the community related to their discipline.

The candidate is advised to engage in service activities that demonstrate an ongoing commitment to service at all levels within the university and the discipline.

### Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials for TTF

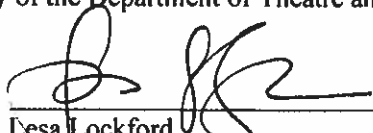
Requests for Promotion shall require that the TTF member compile a dossier consisting of their curriculum vitae (CV) and the following additional supporting materials:

- Teaching philosophy narrative (no more than three single-spaced pages) that describes the candidate's teaching trajectory, including how their current activities and accomplishments to date support their long-term objectives.
- Quantitative and qualitative course evaluations for all courses taught since appointment or promotion (provided by the Chair).
- Peer teaching evaluations: A minimum of three from at least three different faculty of higher rank than the candidate and obtained in each of the past three academic years.
- Additional performance indicators of teaching effectiveness as described in the "Criteria and Standards" section.
- Research/creative narrative (no more than three single-spaced pages) summarizing the candidate's research/creative trajectory, including how their current activities and accomplishments to date support their long-term objectives.
- Documentation of scholarly/creative work (copies of books, book chapters, articles, juried responses, and/or a portfolio including artifacts of/from creative work).
- Service philosophy narrative (no more than two single-spaced pages) summarizing the candidate's trajectory in service activities, including how their current activities and accomplishments to date support their long-term objectives.
- Additional performance indicators of service to the college, university, community, or discipline, listed in the Criteria and Standards section.



Approved by the faculty of the Department of Theatre and Film


Date March 5, 2019



Lesa Lockford  
Chair, Theatre and Film

Date April 5, 2019

Approved:



Raymond Craig  
Dean, College of Arts and Sciences

Date April 9, 2019

Approved:



Joe B. Whitehead, Jr.  
Provost and Senior Vice President for Academic Affairs

Date 5/2/19