

November 14, 2006

MEMORANDUM

TO: Ron Shields  
Theatre and Film

FROM: John W. Folkins   
Provost and Vice President for Academic Affairs

RE: Updates to Promotion and Tenure Document

Your recent revision to your unit's promotion and tenure document has been reviewed and approved at all levels. This represents a significant step forward for the University, as it creates an unambiguous standard for the recognition of engaged activities. Although all agree that engagement with community partners is not necessary for successful fulfillment of faculty duties in teaching, research, and service, the revision of the promotion and tenure documents opens the door to allow, recognize, and encourage faculty to engage with community partners in all their scholarly undertakings.

C: D. Nieman  
D. Madigan

DEPARTMENTAL POLICIES FOR ANNUAL REVIEW,  
CONTRACT RENEWAL, PROMOTION,  
AND TENURE OF FACULTY

Department of Theatre and Film  
College of Arts and Sciences  
Bowling Green State University

The Department of Theatre and Film explains by means of this policy statement the procedures, criteria, and standards to be used in the annual evaluation of faculty for promotion, tenure, and contract renewal. This statement complies with the policies of the Board of Trustees of Bowling Green State University, the Academic Charter, and the College of Arts and Sciences. This statement is provided to faculty in the Department upon hire or request, and a copy is maintained in the Department office. This document has been approved by the faculty of the Department in accordance with departmental policies.

The Department supports and the faculty embodies the diverse range of disciplinary and interests inherent in the teaching, study, and practice of theatre, film and performance. Therefore, the criteria for making promotion and/or tenure decisions within our Department must of necessity permit that a variety of specific materials be placed under consideration by faculty for evaluation by their peers. Nevertheless, the Department adheres to the following principle: individuals presenting credentials for promotion and/or tenure are expected to demonstrate a professional profile in their area of expertise. Moreover, such professionalism includes that they demonstrate commitment to integrating their research/creative work and/or scholarship of engagement into their teaching.

The Department recognizes that in matters relating to annual review, contract renewal, promotion, and tenure of faculty, Bowling Green State University requires faculty performance consistent with the aspiration of the University to be the premier learning community in Ohio. As defined by the Academic Charter (Article II.A, Section A), "the persons who create and maintain the University constitute the University Community. There are five groups within this Community: students, faculty, administrators, administrative staff and classified staff." The University expects faculty participation in the interdependent areas of teaching, research/creative work and/or scholarship of engagement, and service that is of the highest quality, grounded in intellectual discovery, and guided by rational discourse and a commitment to civil and professional shared governance.

The purpose of the evaluation, retention, and review process begins with tenure-track appointment and continues through promotion and/or tenure. The process for probationary tenure-track faculty requires that the faculty member in conjunction with the Department Chair develop a retention plan each year of probation. The faculty member's performance will be reviewed by a peer review committee and a written report is

submitted to the Department Chair during each of the probationary years. The third year of probation requires submission of a dossier for review at both the departmental and college levels in accordance with college guidelines. The Chair's annual review letters as well as the peer review letters accompany the dossier for review by the Dean of the College of Arts and Sciences. The overarching purpose of this evaluation process in the Department is to improve faculty members' performance through appropriate evaluation and timely feedback. Careful and consistent application of the criteria and standards for evaluating faculty performance in the three areas of teaching, research/creative work and/or scholarship of engagement, and service are fundamental to our departmental mission and ensure that the rights of the individual faculty member are protected. Department review processes are to be conducted in a clear, open, responsible, and fair manner.

Joint and dual appointments as defined in the Academic Charter (section B.I.A.2 and B.I.A.3) have been developed to provide structures for those faculty appointments wherein faculty members distribute their teaching, research/creative work and/or scholarship of engagement, and service activities across colleges, departments, and/or programs. Thus the materials for evaluation for tenure and promotion of faculty members with joint and dual appointments (Academic Charter section B.I.D.3) should include representation from all of the colleges, departments, and/or programs in which faculty serve. The chairs and directors of the departments and interdisciplinary programs in which probationary faculty participate must jointly author a plan outlining teaching, research/creative work and/or scholarship of engagement, and service expectations of each unit and which sets clear standards for tenure and/or promotion.

1. *The Academic Charter.* The University Policy on Faculty Appointment and Tenure (section B-I.C) and the statement on Evaluation of Faculty Personnel (section B-I.D), as contained in the Academic Charter, identify the three relevant evaluation criteria as teaching, research/creative work and service and define the basic requirements for merit, contract renewal, tenure, and promotion. As stated in the Academic Charter (section B-I.D.2a), for promotion policies "An academic unit may develop a promotion policy with more specific or more rigorous criteria in teaching, service, or scholarly activity, provided that such criteria are equitable and appropriate and provided that they do not conflict with the criteria below. More specific or more rigorous criteria shall be ratified by the majority of the faculty members of the academic unit." As stated in the Academic Charter for tenure policies, section B-I.D.2b, "An academic unit may develop . . . more precise statements of what is expected under teaching effectiveness, scholarly or creative activity, or service, but may not add other criteria. All such statements shall be approved by the tenured faculty of the appropriate academic unit. . ." These criteria and standards allow for differentiation among faculty members with regard to their roles and contributions within the Department in fulfillment of the Department, College, and University mission.

The Academic Charter (B-I.C.2) defines two types of faculty appointments (tenure track and non-tenure track) and distinguishes between two types of tenure track appointments (probationary and tenured). Non-tenure track appointments are discussed in section B-

I.C.2.a of the Academic Charter. Probationary appointments and policies associated with them are described in section B-I.C.2.b of the Academic Charter. Tenured appointments and the policies associated with such appointments are described in section B-I.C.3 of the Academic Charter, which includes statements on the meaning, obligations, and termination of tenure.

The Academic Charter mandates a comprehensive annual review of all non-tenure track continuing faculty members in Section B-I.D.4 (Instructor) or Section B-I.D.5 (Lecturer), and of probationary tenure track faculty members in B-I.D.2.b. For probationary faculty members, the overriding question to be considered by the Department and the dean during the annual review is whether or not the candidate is making satisfactory progress toward tenure. Probationary faculty members who are awarded two or three-year contracts shall be reviewed during the last year of the contract to determine whether the candidate is making satisfactory progress toward tenure and whether the contract shall be renewed.

The Department has the primary responsibility for evaluating probationary faculty for tenure. In addition to annual reviews, the Academic Charter at B-I.D.2.b (2) mandates that a probationary faculty member be evaluated no later than the next-to-last year of the probationary appointment. Probationary faculty members may seek tenure at any time during the probationary period. Because department and college review committees apply tenure standards strictly and without discounted expectations based on shorter probationary periods, faculty members are discouraged from seeking early tenure decisions unless there are compelling reasons for doing so.

The Department also has the primary responsibility for the comprehensive review of all faculty members nominated for promotion. The qualifications for assistant professor, associate professor, and professor are described in B-I.D.2.a. (1), (b), (c), and (d) of the Academic Charter. The Department may stipulate criteria and standards for promotion that differentiate among the ranks with regard to their expected contributions to the Department's performance as long as those criteria and standards do not conflict with the provisions of the Academic Charter and of the College.

Finally, the Department has the primary responsibility for making all recommendations of salary changes (merit) for faculty (Section B-I.D.1 of the Academic Charter). Although the Academic Charter does not require that this be done annually, University practice has been to encourage such reviews on an annual basis to provide feedback on performance to the faculty member regardless of whether or not merit salary allocation is made in a particular year.

*2. Allocation of Effort.* Each faculty member needs to allocate time and effort to a wide range of teaching, research/creative work and/or scholarship of engagement, and service responsibilities that promote the missions and goals of the University, College, and Department. All faculty have the right to know what allocations of effort are expected of them; moreover, they have the right to understand how departmental expectations, evaluative criteria, performance indicators, and weightings will be used in assessing

performance. For probationary faculty, these expectations are outlined in their annual retention plans and adhere to departmental standards for the allocation of effort; for tenured faculty, expectations are approved with the Department Chair each semester relative to departmental needs, the faculty member's preference, and his or her performance.

- a. *Departmental Norms.* The Department expects its faculty to maintain a standard allocation of effort that approximates 40% teaching, 40% research/creative work and/or scholarship of engagement, and 20% service. These weights will apply to probationary and tenured faculty as defined by Department policy. Modification of the allocation of effort for a faculty member whose time is reassigned from teaching duties (for administrative responsibilities, research, or special projects), needs to be specified at the time of assignment and approved by the Department Chair no later than the beginning of the semester for which the time is reassigned. Research allocation cannot exceed teaching allocation for any faculty member during a given academic year. Probationary faculty will be evaluated for tenure based upon Department's standard allocation of effort.
- b. *Individual Variations.* Departmental standards of allocation of effort apply to all faculty unless specific, formal agreements to the contrary are negotiated with the Chair. Individual variations must accord with the differential faculty workload policies, and must be made in writing, signed by the faculty member, the Department Chair, and the Dean of the College.

Although all percentage allocations are approximations and not exact time measurements, reasonable attempts must be made to insure that a faculty member's allocation of effort is consistent with his/her actual distribution of workload for instruction, research/creative work and/or scholarship of engagement, and service responsibilities. Unless otherwise specified in writing, a faculty member's allocation of effort will be considered to apply as an average over the period of any given academic year of contract period.

3. *Evaluation of Teaching Effectiveness.* Domains used for the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. Beginning in the first year of appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching. The portfolio will be used as the primary source of information for the evaluation of teaching. The Department may obtain additional information from other sources to the extent that the information contained in the teaching portfolio is incomplete with respect to any of the domains or performance indicators.
  - a. *Undergraduate Teaching.* High quality undergraduate instruction is considered the principle component of a faculty member's record of teaching, as per the departmental commitment to undergraduate degree programs. All cases for promotion and tenure must include compelling evidence of successful

undergraduate teaching. Documentation of effective undergraduate teaching should include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught (required for all promotion and tenure portfolios); peer teaching observations; standardized assessment measures (licensure or professional examinations, and graduate follow-up studies); student enrollment data; teaching awards and distinctions. Additionally, the candidate may include any written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching. For those faculty primarily engaged in the areas of theatre production, film production, and performance (such as design, directing, acting and performance, playwriting, film production, puppetry, theatre for young audiences, arts management, and technical theatre), undergraduate teaching will take place mostly in their areas of expertise. Such pedagogy will include both supervision of student production work and participation in the production program. For those faculty primarily concerned with the study of theatre, film and performance from critical, historical, theoretical, methodological, qualitative, and pedagogical perspectives (such as literature, history, criticism and theory, performance studies, film studies, and theatre and performance pedagogy), undergraduate teaching will be mostly in their areas of expertise, which includes supervision of student research. In practice, most faculty teach in both areas; therefore expectations must be adjusted accordingly.

- b. *Graduate Teaching.* Given departmental involvement in graduate degree programs at the masters/specialist/doctoral levels, all faculty will contribute to graduate student learning. For those faculty primarily engaged in the area of theatre production, film production and performance, graduate teaching will be mostly in the areas of their expertise and include supervision of student production work and participation in the production program; for those faculty primarily concerned with the study of theatre, film and performance from critical, historical, theoretical, methodological, qualitative, and pedagogical perspectives, graduate teaching will be mostly in the areas of their expertise and include supervision of student research. In practice, some faculty teach in both areas, and therefore expectations must be adjusted accordingly.

Based upon the individual faculty member's area of research/creative expertise and its relationship to the focus of the graduate program, he or she should provide formal graduate instruction through courses and seminars and make appropriate contributions to the recruitment, retention, advising, and placement of graduate students. Moreover, faculty with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, faculty members should maintain, as part of their teaching portfolio, at least the following performance indicators: dates of graduation and placement (as well as other success indicators) of directed students.

- c. *Instructional Development.* Departmental faculty members are expected to engage in professional development and improve the curriculum and their teaching effectiveness. Evidence used to evaluate instructional development should include: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught; independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills, improve the use of instructional technology and promote active student learning. Participation in the Department's on-going assessment efforts is valued as well as activities associated with curricular review and revision. All cases for promotion and tenure must include compelling evidence of the individual's substantive contributions toward instructional development.
- d. *Contributions to Student Learning.* Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Evidence used to evaluate such contributions include: services provided to students such as academic advising; supervision of internships or co-operative work experiences; involvement in clubs and organizations; activities promoting faculty-student interaction; participation in University initiatives to create a campus-wide learning community; involvement in activities to promote Departmental programs and services to prospective students; participation in University, College or Departmental projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for reappointment, promotion and/or tenure as described in the University's governance documents and supportive of the instructional mission of the Department, College, and University?

4. *Evaluation of Research/Creative Work.* Making significant contributions to one's discipline is a central responsibility of each faculty member. Such contributions are important in their own right and fulfill an essential qualification for university instruction. Thus, disciplinary contributions are vital for departmental evaluation of faculty members under review for reappointment, promotion and/or tenure. Evidence used for the evaluation of research/creative work include: publications; presentations; cinematic and theatrical production design, craft, and technical direction; theatre and film direction, cinematography, choreography, performance; dramaturgy and playwriting; film production and screenwriting; master classes and workshops; and institutional outreach. Candidates for promotion or tenure must present a continuous record of appointment to the graduate faculty. Faculty members must maintain a comprehensive record of their research/creative work activities to facilitate evaluation.

Besides documenting the quantity of evidence, an important part of the evaluation process for tenure and/or promotion includes establishing the quality of these activities. The departmental evaluation committee will consider the quality of the venue along with the relative importance of the project within the discipline when determining the significance of the activity. The departmental evaluation committee assumes the responsibility for including these evaluative assessments as part of their written statement. However, it should be noted that it is the responsibility of the individual faculty member under review to gather and submit appropriate forms of documentation that speak to the quality and relative importance of the creative project. Additionally, external letters from qualified reviewers familiar with the candidate's creative work/scholarship will be included as part of this assessment.

In the case of tenure and promotion, external peer evaluation provides an important indicator of the quality of a faculty member's research/creative work. The candidate is responsible for collecting and maintaining documentation of all research/creative work. The quality of the work is demonstrated through a process of assessment conducted by the Department through the solicitation of external reviews by qualified members of the discipline. The reviewers will include individuals from a list provided by the candidate, as well as individuals who are recommended independently by the departmental review committee. At least one reviewer must be selected from each list, with no fewer than three letters solicited. Ultimately, the final selection of external reviewers is made by the Department Chair, who will prepare a letter detailing the qualifications of each external reviewer selected as part of the portfolio review process. After the external reviewers are confirmed by the Department Chair, it is important that they promptly receive the candidate's research/creative portfolio. Reviewers are notified of the public nature of their responses. External reviewers will also be asked to evaluate the candidate's work in terms of significance, visibility, and quality as compared with work at peer institutions. Ultimately, the reviewers will be asked to draw conclusions concerning the candidate's professional contributions within his or her field of expertise. All letters received by the Department Chair must be included in the review as part of the evaluation and shared with the members of the College evaluation committee. The conclusions expressed in these letters and the credentials of those reviewers submitting them, must be clearly articulated as part of the Department Chair's evaluation of the candidate.

- a. *Publications/Presentations.* Publications and public presentations support the mission of the Department of Theatre and Film and are valued for the following reasons: 1) they provide opportunities for professional faculty development; 2) they promote the Department's reputation; 3) they provide the opportunity to gather critical responses; and 4) they establish a means of networking within professional organizations, which is useful for professional visibility and student placement and recruitment. Publications in peer-reviewed journals, symposia volumes, books, monographs, and publication of applied research are especially significant. Publications should show evidence of originality and importance. Peer-reviewed publications are required for faculty with the Ph.D. degree in order to maintain Graduate College credentials.

Furthermore, regular non-juried exhibition of creative work and/or presentation of research at meetings of professional associations are valued.

- b. *Creative Work.* Applied creative work supports the mission of the Department of Theatre and Film. Performance and production experiences outside of departmental sponsored events are valued for the following reasons: 1) they provide opportunities for professional faculty development; 2) they promote the Department's reputation; 3) they provide the opportunity to gather critical responses (including audience responses) to artistic work; and 4) they establish a means of networking within artistic groups, an activity useful for professional visibility and student placement and recruitment.

While professional activities outside of the University are an especially valued part of professional development and a strong indication of professional standing, the Department recognizes that in the areas of design, dramaturgy, acting, and directing it is difficult for faculty to secure professional work while holding full-time teaching positions. Consequently, they are encouraged to seek out other university sponsored events and programs as venues for their professional activities. In addition, faculty are also encouraged to apply for employment as part of the production staff at the Huron Playhouse, the semi-professional summer stock theatre company, which is a wing of the BGSU Department of Theatre and Film. Members of the BGSU Department of Theatre and Film faculty who work at Huron are judged by the same standards as those artists who are brought in from all over the country. Such experience and accomplishments at Huron will be credited when the faculty member is being considered for promotion and/or tenure and will be valued equally with comparable experiences in other performance venues. Work at Huron is neither mandatory nor guaranteed. Consequently, efforts will be made to allow faculty to continue their activities as theatre professionals outside the University or as part of other University sponsored production experiences; however, at all times the welfare of our students and the integrity of our degree programs must be given first priority before time will be reassigned. It is anticipated that MFA faculty whose primary responsibilities fall within the theatre discipline will fulfill production expectations, as per their negotiations with the Department Chair, as one means of maintaining their Graduate College status. It is anticipated that MFA faculty in the film area will fulfill university needs involving film production as well as distribute their own creative works in appropriate venues. While not required, publication by MFA faculty in professional venues is valued as a means of sharing scholarship. In addition the evaluation of creative work should include adjudications provided by qualified authorities who attend performances and screenings, evaluate portfolios, write reviews and/or other external critiques, and jury competitions. Means to procure these evaluations are to be arranged and approved by the Department Chair with the cooperation of the faculty member.

- c. *Master Classes and Workshops.* Contributions to the field in some instances may be assessed through sustained development and presentation of master classes and workshops at suitable venues outside BGSU. It is anticipated that the quality and import of the venues will be considered in the assessment of these activities. Faculty

involvement in the development and presentation of master classes and workshops is central to the mission of the Department of Theatre and Film and are valued for the following reasons: 1) they provide opportunities for professional faculty development; 2) they promote the Department's reputation; 3) they provide the opportunity to gather critical responses (including participant and spectator responses); and 4) they establish a means of networking between different communities, which is an activity that is useful for professional visibility and student placement and recruitment. In addition the evaluation of master classes and workshops should include peer evaluations made by host organizations, observation of the activity and/or review of video documentation and associated materials, and/or other external adjudications. These evaluations are to be arranged and approved by the Department Chair with the cooperation of the faculty member.

- d. *Institutional Outreach.* Participation in institutionally initiated outreach activities (as opposed to private consulting) through centers, institutes or alliances/partnerships is a significant component of a faculty member's research/creative work. Performance indicators include: significance and scope of the activity; role of the faculty member in the activity; comprehensive documentation of specific contributions and accomplishments.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of research/creative work is this: Is the faculty member's performance in research/creative work consistent with the general standards articulated in University governance documents and those standards specified by the Department?

5. *Evaluation of Scholarship of Engagement.* Scholarship of engagement is central to the mission of the Department of Theatre and Film. Although not a required form of research/creative activity within the Department of Theatre and Film, faculty members may elect to produce scholarship of engagement activity to fulfill the required faculty research/creative work expectation. Scholarship of engagement activities are valued for the following reasons: 1) they provide opportunities for professional faculty development; 2) they promote the Department's and the University's reputation and mission; 3) they provide the opportunity to gather and analyze data, exchange and generate knowledge, and build understandings between and within communities; 4) they provide an opportunity for the work to be validated and evaluated by peers; and 5) they establish a means of interacting with communities and professional organizations, which is useful for professional and institutional visibility. The documentation and evaluation of scholarship of engagement activities is the responsibility of the faculty member under review in consultation with the faculty review committee and the Department Chair. A faculty member who elects to engage in scholarship of engagement activities will do so within his or her established areas of expertise. Given the nature of this type of research activity (oftentimes collaborative) and the lengthy time frame needed to build working relationships within the research group and/or community, it is imperative that all aspects (including the preliminary stages) of the scholarship of engagement activity be carefully

negotiated and documented on an annual basis with all constituencies, including the departmental faculty review committee and Chair. To do so establishes a pattern of ongoing assessment necessary for the rigorous evaluation of scholarship of engagement activities.

Evaluation and assessment of scholarship of engagement entails the establishment of a clearly defined intellectual question, a detailed description of the context and methodology of the work, and comprehensive documentation of the work. Oftentimes scholarship of engagement activity combines, in varying degrees, elements of teaching, research/creative activity, and service. Consequently, it is important that the activity be framed explicitly within these contexts of expectation, especially when the scholarship of engagement moves across these traditional divisions of academic labor. Whenever appropriate, external letters of assessment from professionals working in these areas of creative work/scholarship as well as evaluative statements from audiences/communities engaged in these practices may be gathered and valued as part of the evaluative process.

6. *Sponsored Programs and Extramural Support.* Securing extramural support is an important external validation of the quality of research, creative work, and the scholarship of engagement. No specific quantity of extramural research support is required for reappointment, promotion, or tenure. Department expectations are based upon norms appropriate to the discipline. The efforts of the Department's faculty within the production program generate income through ticket sales. This income offsets and largely underwrites the costs of the educational mission of the Department. This is worth noting, given that extramural support for the performing arts is limited and highly competitive. External funds generated in support of the Department's production program, for both campus productions as well as those at the Huron Playhouse, are accepted as an additional form of external support. Performance indicators include: promotional efforts and fundraising; number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; production underwriting support and contributions secured; and performance of duties as principal investigator for funded projects.

7. *Evaluation of Service Effectiveness.* Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. In the Department of Theatre and Film, all faculty must assume service responsibilities in various areas, including promotion and publicity, administration of the production program, the Huron Playhouse, talent auditions, peer reviews, and other areas of departmental activity. Faculty seeking tenure or promotion shall provide evidence of appropriate service to the Department, the University community, and to the profession. For faculty seeking tenure and/or promotion to associate professor, a record which documents continuous and active involvement in service is required. For faculty seeking promotion to Professor, a record which documents continuous and significant service contributions is required.

The Department defines service as performance of collegiate and professional activities which fall into three domains: involvement in internal affairs and institutional

governance; professional expertise shared with the external community; contributions to the faculty member's discipline. Faculty members' records of service should include evidence of their activities. Documentation of their contributions should address the performance indicators used for evaluation. Effective and continuous departmental service is required for all cases of promotion and/or tenure; sustained and significant departmental, University and/or professional service is required for promotion to Professor.

- a. *Internal University Service.* These activities include participation in departmental, college, or university committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes performance of any assigned administrative service responsibilities including those duties handled by faculty serving as center directors, program directors, departmental chairs, associate deans, and the like. Performance indicators used to evaluate internal service include: records of membership and attendance at committee and organizational meetings; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; the readiness to work with others and share responsibilities; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted to assignment; professionalism and dependability in performing assignment; evidence of collegiality in working with others; documentation of specific contributions and accomplishments; evaluations by constituents, publics served and others.
- b. *External Community Service.* Faculty members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for tenure or promotion considerations, such external activities must draw upon a faculty member's expertise and must be recognized by the Department, College or University. All faculty members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognition; written statements or testimonials.
- c. *Professional Service.* These activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national or international levels. Performance indicators used to evaluate professional service include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; attendance at professional meetings and conferences; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities;

professional recognition; organization of professional conferences, symposia, and the like; chairing or moderating conference panel sessions that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case. The question to be considered by the Department in evaluating service is this: Is the faculty member's performance in service consistent with the general standards articulated in University governance documents and as specified by the Department?

8. APPLICATION

For faculty appointments commencing on or after August 9<sup>th</sup>, 2006, these policies shall apply. For faculty appointments commencing before this date, these policies shall not apply to the tenure decision or to the next promotion decision, unless the faculty member consents to their application, but will apply to any subsequent promotion decision regardless of the consent of the faculty member.

Approved by the Department of Theatre and Film Date: 9-27-06

Chair: Ronald E. Shields  Date: 9-27-06

Reviewed by the Dean  Date: 11-13-06

Concur \_\_\_\_\_ do not concur for the following reason(s): \_\_\_\_\_  
\_\_\_\_\_

Reviewed by the Provost/VPAA 

Date 11-14-06

Concur \_\_\_\_\_ Do not concur for he following reason(s): \_\_\_\_\_  
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