Herberger Institute for Design and the Arts

School of Film, Dance and Theatre

Approved by the School of Film, Dance and Theatre Faculty on January 10, 2018

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**PROMOTION CRITERIA FOR FIXED-TERM FACULTY**

Fixed-term faculty in The School of Film, Dance and Theatre include lecturers, clinical faculty and professors of practice. It is usual for fixed-term faculty in The School of Film, Dance and Theatre at Arizona State University to have responsibility assignments that are 100% teaching and service combined.  However, there are situations where faculty have expectations for research/creative activity in addition to teaching and service. When expectations for research/creative activity are listed, it is understood that these expectations are only for faculty who have these assignments in their individual agreement. However, evidence of career development outside of teaching as well as research/creative activity will be highly valued and seen as positive for all faculty as contributing to overall faculty effectiveness. Eligibility for promotion for fixed-term faculty is determined by the latest version of university policies. Eligible candidates will be evaluated using the criteria outlined below and the qualifications outlined for the individual job titles.

**Teaching**

**If teaching is a significant component of the negotiated Distribution of Effort**, candidates shall demonstrate excellence in teaching effectiveness. Teaching effectiveness includes accomplishments in regular classes, independent studies, internships, practicums, senior projects, mentoring and in other instructional contexts. Student contact hours in rehearsals and production preparation are viewed as instruction on all levels.

Teaching effectiveness includes, but is not limited to, the following areas:

 (The list is not ranked and is not exclusive)

·    Knowledge of, and currency in, the subject matter: The candidate has the qualifications and experience to teach the subject matter and remains current in their knowledge.

·    Course development: The candidate has demonstrated the ability to develop course content, appropriate assignments, and methods to evaluate student comprehension.

·    Effective communication and pedagogy: The candidate has demonstrated the ability to communicate and impart knowledge effectively using appropriate and innovative strategies.

·    Interpretation of course objectives: The candidate has demonstrated the ability to effectively interpret and apply course objectives established with faculty guidance.

·    Mentorship of intellectual and creative abilities of students: The candidate has demonstrated the ability to cultivate intellectual and creative abilities of students, with a focus on consistently excellent or improved outcomes for student professional development

·    Student participation: The candidate has demonstrated concern for student participation and progress.

·    Fairness: The candidate has been fair and impartial in the evaluation of student work.

·    Standards: The candidate has maintained high academic and ethical standards.

·    Administrative functions: The candidate fulfills administrative tasks related to instruction in a timely and well-informed manner.

·    Ratings: Annual peer evaluations are rated as satisfactory or higher, and overall student course evaluation ratings are within the School median or higher.

·    Professionalism and management in other instructional settings: Student contact hours in rehearsals, production preparation, and any other special laboratories or clinics are overseen with professionalism and managed effectively.

**Research/Creative Activities**

**If research/creative activities is a significant component of the negotiated Distribution of Effort,** research/creative activities must show logical progression and increasing competence in a field of creative activity or scholarship. Moreover, the activity must also indicate promise for continued excellence in the future.

Research and Creative Activities may include funded or non-funded research of a creative, pedagogical, production, archival, technological and/or scholarly nature.

Research and Creative Activities must clearly demonstrate peer-reviewed outcomes, option or sale of the work, and/or professional awards in a sustained and high-quality manner.

Research and Creative Activities can be demonstrated and disseminated via the following means:

 (The list is not ranked and is not exclusive)

·    Research proposals: written, approved, funded, and non-funded

·    Sponsored and commissioned projects

·    Movement/Somatics research, choreography and performance-making

·    Dramaturgical or Curatorial work

·    Theatrical development including script writing, devising, directing, and producing

·    Guest artist residencies and invited master classes

·    Film development including script writing or film production including, but not limited to, directing, producing, cinematography, and editing

·    Design practices and craft–lighting, costume, set/stage, prop, technology

·    Presentation of original works—theater, gallery, adjudicated event, site work, film, installation

·    Partnership in research with other disciplines

·    Community engagement/socially engaged practice activities

·    Articles in recognized peer-reviewed journals

·    Papers in peer-reviewed conference proceedings

·    Papers presented at professional meetings

·    Juried presentations, screenings or performances

·    Articles or reviews by others about specific work

·    Competitive awards

·    Professional awards

·    Invited lectures and Artist Residencies

·    Books, Textbooks, Monographs

·    Chapters in books

·    Exhibition catalogs

·    Encyclopedia entries

**Service**

**If service is a significant component of the negotiated Distribution of Effort,** candidates shall demonstrate sustained accomplishments which benefit either the school, university, professional or other communities.

Service is defined as performing duties for the benefit of the school, the college, the university, the community, and/or professional and research organizations other than teaching and research/creative activities. Contribution to service occurs in several ways but also involves the dissemination of knowledge within the fields of film, dance and theatre expertise to the wider public. Service contributes an important element of cohesion, citizenship, and community embeddedness.

The following list typifies evidence of public service:

(The list is not ranked and is not exclusive)

·    Appointments to local, state, national, and international boards, panels or organizations that serve the public interest

·    Appointments to committees, commissions or task forces that serve the public interest

The following list typifies methods of service to the profession.

(The list is not ranked and is not exclusive)

·    Membership and chairing committees or conferences of state and national professional or academic organizations, or acting as representative to these events for professional journals or conferences

·    Service as an advisor for film, dance, or theater companies, schools or professional organizations

·    Adjudication of auditions and/or creative works for community schools, companies or agencies

·    Editorial position as reviewer and/or member of an editorial board

·    Moderator or panel member at professional or academic meetings

·    Service as an officer in a local/regional arts-related professional organization

·    Participation on an accreditation team

The following list typifies methods of service to the institution:

(The list is not ranked and is not exclusive)

·    Effective academic advising to student organizations

·    Membership and chairing of School or university committees or task forces

·    Attendance and participation in area and/or School faculty meetings

·    Contribution in revising School policies, procedures or curricula

·    Evidence of mentoring new faculty, faculty associates or graduate students

·    Leadership in improving student recruitment and/or retention

·    Leadership in organization and/or implementation of fund raising activities

·    Attendance and participation in area and School faculty meetings

**Lecturer, Senior Lecturer, Principal Lecturer**

Lecturers are fixed-term faculty members with responsibilities that may include teaching and service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching. While teaching and service are typically the focus of lecturer appointments, research/creative activities can be a component of the appointment, especially as they increase effectiveness of instruction. Candidates for positions as Principal or Senior Lecturers generally hold terminal graduate degrees or equivalent professional practice experience appropriate to the assignment to be filled. To be considered for promotion to senior lecturer, a candidate must have five years or more of full-time service as a lecturer at ASU or a peer institution. For promotion to principal lecturer, the candidate must have seven years or more of full-time service as a senior lecturer at ASU or a peer institution. However, promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank. Candidates must demonstrate excellence in position effectiveness, including excellence in teaching, sustained involvement in school, university, and/or community service, and if a component of the candidate’s negotiated Distribution of Effort, appropriate sustained accomplishments in research and/or creative activities.

Minimum qualifications for the Academic Rank of Lecturer:

1.     Candidate has a graduate degree or equivalent professional practice experience appropriate to the assignment to be filled.

2.     Candidate demonstrates commitment to and evidence of excellence in teaching and in service and/or administrative responsibilities related to teaching.

3.     There is evidence of potential for effective teaching in the area of specialization.

4.     There is evidence of potential for effective service to the unit and school.

5.     If research and creative activity is part of the assignment, then candidate shows evidence of potentially establishing a program of research and/or creative activity.

Minimum qualifications for the Academic Rank of Senior Lecturer:

1.     Candidate has a terminal degree or equivalent professional practice experience appropriate to the assignment.

2.     Candidate demonstrates evidence of at least five years of successful teaching in the unit or in a similar position at the rank of Lecturer or equivalent, and evidence of providing instructional innovation.

3.     There is evidence of effective teaching in the area of specialization for five years or more.

4.     There is evidence of effective service to the unit and school.

5.     Candidate has contributed to curriculum development in the candidate’s area of specialization.

6.     If research and/or creative activity is part of the assignment, then candidate has achieved a program of research and/or creative activity that is attracting regional attention.

Minimum Qualifications for the Academic Rank of Principal Lecturer:

1.     Candidate has a terminal degree or equivalent professional practice experience appropriate to the assignment.

2.     Candidate has demonstrated evidence of at least seven years of successful teaching in the unit or in a similar position at the rank of Senior Lecturer or equivalent, evidence of providing instructional innovation to the unit, and regional or national recognition for leadership in teaching and service related to teaching.

3.     There is evidence of ongoing effective teaching in the area of specialization for seven years or more.

4.     Candidate has provided leadership in curriculum development in the candidate’s area of specialization.

5.     If research and creative activity is part of the assignment, then candidate maintains a program of research and/or creative activity that remains well known within the region and at a national level.

Clinical Assistant, Clinical Associate and Clinical Professor

Clinical faculty are fixed-term faculty members who are qualified by training, experience or education to direct or participate in specialized university functions including teaching, student internships, training or other practice components of degree programs.  Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development. Candidates for positions as Clinical Assistant, Clinical Associate, or Clinical Professor appointments generally hold an appropriate terminal graduate degree or bachelor’s degree and equivalent professional practice experience appropriate to the assignment to be filled. To be considered for promotion to Clinical Associate Professor, a candidate must have five years or more of full-time service as a Clinical Assistant Professor at ASU or a peer institution. For promotion to Clinical Professor, the candidate must have seven years or more of full-time service as a Clinical Associate Professor at ASU or a peer institution. However, promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank. Candidates must demonstrate excellence in position effectiveness, including excellence in teaching, sustained involvement in school, university, and/or community service, and if a component of the candidate’s negotiated Distribution of Effort, appropriate sustained accomplishments in research and/or creative activities.

Minimum Qualifications for the Academic Rank of Clinical Assistant Professor:

1.     Academic and/or professional qualifications: Bachelor’s degree required. Master’s or terminal degree in the area of specialization preferred.

2.     There is evidence of effective teaching in the subject field of the candidate’s training and experience and a potential for effective service to the unit.

3.     If research and creative activity is part of the assignment, candidate shows evidence of potentially establishing a program of research and/or creative activity.

Minimum Qualifications for the Academic Rank of Clinical Associate Professor:

1.     Academic and/or professional qualifications: Bachelor’s degree required. Master’s or terminal degree in the area of specialization preferred.

2.     There is evidence of excellent teaching in the subject field of the candidate’s training and experience, and excellent service to the unit and school over at least five years.

3.     If research and creative activity is part of the assignment, candidate shows evidence of excellence in research and/or creative activity.

Minimum Qualifications for the Academic Rank of Clinical Professor:

1.     Academic and/or professional qualifications: Bachelor’s degree required. Master’s or terminal degree in the area of specialization preferred.

2.     There is evidence of sustained excellence teaching in the subject field of the candidate’s training and experience that has gained national awareness in the candidate’s field of expertise and that extends for at least seven years.

3.     If research and creative activity is part of the assignment, the candidate has demonstrated sustained excellence in research or creative activity that has gained national and/or international awareness in the candidate’s field of expertise.

**Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice**

Professors of practice are fixed-term faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished professionals in an area of practice or discipline, although they may not have academic credentials or experience.

Minimum Qualifications for the Academic Rank of Assistant Professor of Practice:

1.     Teaching: Evidence of effective teaching is expected.  Potential for effective service to the unit and the school is expected.

2.     If research and creative activity is part of the assignment, candidate shows evidence of potentially establishing a program of research and/or creative activity.

3.     Academic and/or professional qualifications: A degree in area of expertise is desired. Demonstrated professional practice experience desired. Where professional experience is substantial, no specific degree is required.

Minimum Qualifications for the Academic Rank of Associate Professor of Practice:

1.     Teaching: Excellent teaching is expected. Excellence in teaching effectiveness is measured in student evaluations, peer evaluations, student achievements and curricular innovations.

2.     If research and creative activity is part of the assignment, the candidate should demonstrate current and ongoing excellence in research and/or creative activity leading to an established regional reputation.

3.     Effective service to the unit and the school is expected.

4.     Academic and/or professional qualifications: No specific degree required. A degree in area of expertise is desired.

Minimum Qualifications for the Academic Rank of Professor of Practice:

1.     Teaching: Superior, masterful teaching is expected. Excellence in teaching effectiveness is measured in student evaluations, peer evaluations, student achievements and curricular

innovations.

2.     If research and creative activity is part of the assignment, the candidate should demonstrate current and ongoing excellence in research and/or creative activity leading to an established national reputation.

3.     Ongoing effective service to the unit and the school is expected.

4.     Academic and/or professional qualifications: No specific degree required. A degree in area of expertise is desired.

**Evaluation of Joint and Affiliated Appointments**

*A.*    *Joint Appointments with Majority Effort within SOFDT*

Faculty with joint appointments in other units where the majority of effort (as determined by the Memo of Joint Appointment completed by both units during the hiring process) is within the School of Film, Dance and Theatre will be evaluated and promoted according to the policies, procedures, and criteria outlined in this document. A letter of evaluation will be requested from the chair or director of each minority-effort unit and appended to the materials submitted for evaluation.

*B.*    *Joint Appointments with Majority Effort in Other Units*

Faculty with joint appointments in other units where the minority of effort is within the School of Film, Dance and Theatre will be evaluated and promoted according to the policies, procedures, and criteria of the majority-effort unit.

*C.*    *Affiliated Appointments with Other Units*

SOFDT faculty who hold Affiliated Faculty status with other units may request that letters of evaluation from the chair or director of those units be appended to the materials submitted for evaluation.

**Denial of Promotion**

The denial of promotion, tenure, or retention need not be construed as due to failure or poor performance on the candidate's part. Considerations such as the need for a different area of specialization or for a new emphasis within the unit, the lack of a continuing position, the need to shift a position or resources to another department, or the opportunity for a more vigorous program in teaching, research, or service may dictate that the individual not be retained or granted tenure. Insufficient evidence of or lack of proven excellence may lead to a decision to deny promotion.

Decisions of the provost on the granting or denying of promotion are final unless the faculty member alleges that a material violation of regular university procedures occurred in the review or decision, or that the results were based on the discriminatory or other unconstitutional grounds, as outlined in ACD 509–02, “Grievance Policy for Faculty.”

Grievance based solely on claims of discrimination are to be initially referred to the Office of Equity and Inclusion for investigation.