

**CREATIVE MEDIA INDUSTRIES INSTITUTE
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

Any approved version of this set of guidelines may be revised at a faculty meeting by a majority of the full-time faculty members of the Creative Media Industries Institute, and approved by the College of Arts and Science.

27 1. INTRODUCTION

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29 The Creative Media Industries Institute has formulated promotion and tenure guidelines to conform to
30 and supplement those requirements established by the Board of Regents of the University System and
31 the policies outlined in the Promotion and Tenure manuals of the College of Arts and Sciences and the
32 university. Faculty members must consult the College of Arts and Sciences Promotion and Tenure
33 Manual. In the event of a conflict between the two documents, the college manual takes precedence.
34 The department will judge each candidate for promotion and/or tenure according to the criteria in these
35 documents. Faculty should carefully study the criteria, requirements, and procedures outlined in the
36 university and college manuals, and in the departmental guidelines.

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38 As explained in the college manual, all participants in the process should follow the principles of
39 professional ethics associated with peer evaluations, which prohibit evaluations that would involve a
40 conflict of interest. All materials, discussions, and letters that are part of the review process will be held
41 in strictest confidence, and no party to the process, other than the candidate, should divulge any
42 information about it to anyone not directly involved. E-mail should not be used for this confidential
43 personnel process (with the exception of non-substantive matters such as scheduling meetings).

44

45 In accordance with the college manual, each candidate for promotion and/or tenure will be evaluated in
46 the areas of professional development, teaching, and service. The Institute is designed to be
47 interdisciplinary, encompassing several professional, creative and research disciplines. In addition, the
48 Institute emphasizes practical application with the goal of preparing students for careers in the media
49 and arts industries. The multi-disciplinary nature of the Institute and the emphasis on practical
50 application requires Promotion and Tenure candidates to document fully how their scholarly and
51 creative activities meet performance expectations outlined in these guidelines.

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53 To be recommended for promotion to and/or tenure at the rank of associate professor a candidate must
54 be evaluated as **having met the standard**. Typically, candidates are expected to disseminate by means
55 appropriate in the field in which they were hired. The Creative Media Industries Institute Promotion
56 and Tenure Committee shall consider all relevant materials in the dossier.

57

58 Letters from outside reviewers who are authorities in the candidate's field (solicited in accordance with
59 the procedures described in the college manual) will be used to provide a supplementary perspective on
60 the candidate's achievements and impact upon his or her field of professional development. The
61 outside reviewers should ordinarily be affiliated with institutions in which the emphasis on research,
62 scholarship and creative production is of a rigor similar to or more demanding than that at Georgia
63 State University. Some institutions are particularly prominent in relation to specific fields, and the
64 departmental review committee's report should note this about the reviewer from such an institution if
65 relevant to the candidate's field. To assist in the fullest possible appraisal of a candidate's record, the
66 departmental review committee shall consider the letters of the external reviewers to be an important
67 complement to the internal estimate by the candidate's departmental colleagues, and the committee
68 report shall provide a detailed summary and analysis of the reviewers' estimations of the candidate's
69 professional contributions.

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71 All steps by all individuals and groups involved in the tenure and promotion process must be taken by
72 the deadlines specified in the college manual. The reports of the departmental review committee, along
73 with any minority reports, and of the chair shall be sent forward to the college committee.

74

75 A candidate denied promotion should, before reapplying, demonstrate some qualitative and quantitative

76 improvement, and should reassess his or her materials and record in consultation with colleagues and
77 with the Executive and Academic Directors of the Creative Media Industries Institute.

2. CRITERIA FOR EVALUATING CANDIDATES FOR PROMOTION & TENURE

The Creative Media Industries Institute's Promotion & Tenure Committee shall use these guidelines that have been approved by the College of Arts & Sciences' Promotion & Tenure Review Board as its standard for evaluation.

A. Tenure

Tenure is established and governed by the policies and regulations of the Board of Regents of the University System of Georgia. These policies state that tenure resides at the institutional level; this, the criteria and guidelines for recommending the granting of tenure to members of the faculty of the Creative Media Industries Institute, are those provided in these guidelines and in the Promotion & Tenure Manual of the College of Arts & Sciences.

Only Associate Professors and Professors employed full-time are eligible for tenure. Individuals with titles of Instructor, Lecturer, Academic Professional, Assistant Professor, Adjunct Professor or Professor of Practice are not eligible for tenure.

Tenure may be awarded upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher.

B. Evaluation Criteria for Promotion and/or Tenure

Candidates will be evaluated as either having met or having not met the standards for promotion and/or tenure in each of the following areas: professional development, teaching and service. Evaluations should take into account expectations appropriate to each rank under consideration, standards within the candidate's discipline, and the mission and resources of the Creative Media Industries Institute. Standards for the Institute's candidates are defined in these Promotion & Tenure Guidelines.

1. Promotion to the Rank of Associate Professor

To be recommended for promotion to the rank of Associate Professor by the Creative Media Industries Institute, a candidate must be evaluated as excellent in both Professional Development and Teaching. In keeping with the university standards, the recommended candidate must be deemed to have developed a substantial body of work that has already contributed to the advancement of her/his discipline, as determined by peers within and outside of the university, while establishing a national reputation in his/her field. The candidate will also be evaluated on evidence of her/his current trajectory in Professional Development which, if successfully continued, will result in timely progress towards the rank of Professor after promotion to Associate Professor with tenure.

The candidate must also be evaluated as having provided effective Service to merit promotion to the level of Associate Professor. The rank of Associate Professor also presumes a demonstrated ability to assume responsibility for the training of advanced undergraduate and graduate students and a commitment to continue to be professionally active and productive. The candidate must also be judged as contributing significantly to the instructional and service activities of the Institute.

2. Tenure at the Rank of Associate Professor

For faculty members at the rank of Assistant Professor seeking promotion to Associate Professor with

127 tenure, the criteria for tenure are the same as those for a recommendation for promotion to Associate
128 Professor.

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130 Faculty members already at the rank of Associate Professor seeking tenure must also be evaluated as
131 excellent in Professional Development and Teaching, and as having provided effective Service.

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133 3. Promotion to the Rank of Professor

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135 Such promotion is a recognition awarded to candidates who have distinguished records of achievement
136 and standing in their professions and also at the university. Both the quality and number of
137 achievements required for a recommendation to the rank of Professor must substantially surpass those
138 required for recommendation to Associate Professor. In keeping with the university standards, the
139 recommended candidate must be deemed to have established a national/international reputation in
140 his/her field and have a high probability of continued high-quality and productive research, scholarship
141 and creative activities.

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143 4. Tenure at the Rank of Professor

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145 The criteria are the same as those for a recommendation for promotion to the rank of Professor.

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147 C. Areas Of Evaluation

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149 CMII will evaluate all candidates based on evidence in three areas of their academic life: Professional
150 Development, Teaching and Service. Each candidate for promotion and/or tenure in the Creative
151 Media Industries Institute should specify what is distinct, unique, and original about her/his
152 contributions to the area of specialization within her/his academic discipline and instructional area.
153 Distinct areas and features of specialization within each discipline and within the areas of Professional
154 Development, Teaching and Service should be clarified and documented for the Creative Media
155 Industries Institute and College of Arts & Sciences' promotion and tenure committees.

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157 3. PROCEDURES, POLICIES, EVALUATION TERMS AND METHODS

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159 A. Eligibility (Time-in-Rank) Policies

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161 Candidates should refer to the College of Arts and Sciences Promotion and Tenure Manual for
162 information about “Eligibility (Time-in-Rank) Policies”.

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164 B. General Policies

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166 Promotion and tenure review in the institute follows the rules, procedures, and calendar set forth in the
167 college manual, and on the college website. University and college promotion and tenure calendars
168 supersede any dates in these institute guidelines, which are offered for the purpose of illustration and to
169 provide information about the typical promotion and tenure cycle. Every faculty member in the
170 Creative Media Industries Institute has a responsibility to be aware of the contents of the college and
171 university promotion and tenure manuals, including all deadlines. In all cases, candidates must satisfy
172 the minimum requirements set forth by the Regents, Georgia State University, and the College of Arts
173 and Sciences.

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175 C. General Procedures

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177 All materials, discussions, and letters that are part of the review process will be held in strictest
178 confidence, and no party to the process, other than the candidate, should divulge any information about
179 it to anyone not directly involved. E-mail should not be used for this confidential personnel process
180 (with the exception of non-substantive matters such as scheduling meetings).

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182 All steps by all individuals and groups involved in the tenure and promotion process must be taken by
183 the deadlines specified in the college manual. The majority reports of the Institute committee, along
184 with any minority reports, and of the joint recommendation of the Institute Executive and Academic
185 Directors shall be sent forward to the college committee.

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187 A candidate denied promotion should, before reapplying, demonstrate some qualitative and quantitative
188 improvement, and should reassess his or her materials and record in consultation with colleagues and
189 with the chair.

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191 The interdisciplinary mission of the Creative Media Industries Institute must be taken into
192 consideration by the Promotion and Tenure Committee as well as by other university and college
193 review committees or individuals who represent further stages in the evaluation process. While these
194 guidelines recognize and attempt to respond to interdisciplinary research, innovation and production
195 within the Institute, faculty candidates under consideration for retention, promotion, or tenure will
196 strengthen their case by articulating aspects of their respective discipline or area of expertise that are
197 compellingly distinctive, unique, or considered difficult to evaluate relative to recognized norms. For
198 example, candidates might offer a case for why their contributions create or extend knowledge and
199 modes of inquiry, or significantly extend the creative frontiers in their area of specialization.

200

201 NOTE: A candidate must remember that it is his or her responsibility to make the case for his or her
202 promotion and/or tenure, and that he or she is his or her own best advocate. It is the candidate’s duty to
203 demonstrate the quality of 1) a Professional Development trajectory that is resulting in or has already
204 resulted in the establishment of a strong scholarly reputation; 2) the quality of Teaching; and 3) the
205 quality of service to the school, the college, Georgia State University, and also to the larger local,

206 regional, national, and international community.

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208 D. Evaluation Terms

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210 In accordance with the college manual, each candidate for promotion and/or tenure will be evaluated in
 211 the areas of professional development, teaching, and service.

212

213 To be recommended for promotion to and/or tenure at the rank of associate professor a candidate must
 214 be evaluated as having **met the standard** set by the Creative Media Industries Institute and the College
 215 of Arts and Sciences in Professional Development, and Teaching and Service for the rank the candidate
 216 pursues. Typically, candidates will develop professionally in the field in which they were hired. But,
 217 the interdisciplinary mission of the Creative Media Industries Institute allows flexibility as the
 218 candidate's professional trajectory may steer through more than one medium, methodology or
 219 dissemination form.

220

221 E. Professional Development

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223 To have **met the standard**, the candidate must have produced a body of original research, products of
 224 technological innovation, and/or artistically expressive creative works with substantial evidence of an
 225 emerging national reputation. Such single and multiple author or performance work may be
 226 disseminated in the following forms, though this is not an exhaustive list:

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1. published book

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2. volume of published academic articles or professional papers

230

3. published computer game or software

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4. documented computer-based installation or exhibition

232

5. documented and/or published musical composition, performance or recording

233

6. live or prerecorded broadcast video or audio production

234

7. published audio or video recording

235

8. Internet-based publication of any of the above

236

9. other medium not appearing here, but thoroughly defined and described by the candidate

237

238 To complete work as described above, the candidate may have contributed in the following ways:

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1. scholarly writing for research, experiment, entrepreneurship, policy or grant proposal

241

2. creative writing for media production

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3. written musical composition for published media

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4. screen writing for published media

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5. computer code writing for interactive media, media production tool or media experiment

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6. direction or conducting of performers and technicians for media production

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7. performance or exhibition of media production

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8. producing and coordinating media production or professional organization event

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9. presenting as a master class instructor as an invited or peer-reviewed presenter, clinician or
 249 lecturer for seminars, recitals, workshops and conferences at state, regional, national and
 250 international levels;

251

252 The Creative Media Industries Institute recognizes that the media industries include creative
 253 collaborations where an artistic profession, such as a designer, animator, engineer or writer might not
 254 ever be a principal author of the finished work, but provide artistic interpretation from a director or

255 producer. The candidate for promotion should frame a discussion of the work portfolio around the
 256 authorial contribution that the candidate made to the finished work.

257

258 Further evidence that might support promotion and tenure would be documentation directly
 259 demonstrating one's emerging national reputation and the securing of fellowships, grants, contracts,
 260 and/or awards from internal and external local, regional, national, or international agencies.

261 Peer review is a vital component of professional development activities and can take the forms of
 262 referees, panels, committees, editorial board, or some such juried review process appropriate for the
 263 work, with the key element being an external review that provides an assessment of the professional
 264 value of the work.

265

266 F. Teaching

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268 A candidate will meet university and college promotion and tenure standards if his or her teaching
 269 performance is evaluated as having *met the standard*, which suggests exceptional preparation and
 270 prominent involvement with individual student work, especially service on committees for or the
 271 direction of undergraduate and graduate student research papers, theses, and dissertations. The review
 272 of a candidate's materials will include overall student evaluation scores and qualitative feedback
 273 consistent with the former and the new SEI Instruments. Evaluation scores, which the department will
 274 not rely upon exclusively when determining minimum qualifications for ratings, will be considered in
 275 the context of the normal range of scores for specific courses and for similar level courses (i.e., 1000,
 276 2000, etc.) within the department. The candidate should demonstrate an engagement with teaching
 277 beyond simply his or her assigned courses: for example, a candidate may receive invitations to lecture
 278 that are based upon his or her reputation as a teacher, and may also be involved in leading workshops,
 279 consultation, or producing pedagogical publications based upon his or her teaching prowess and show
 280 innovation and creativity in teaching.

281

282 G. Service

283 In order to be recommended for promotion to associate professor, a candidate must responsibly and
 284 thoroughly execute assigned departmental duties and committee responsibilities, be of significant
 285 assistance to colleagues, and perform service work at the College, university, or disciplinary
 286 associational level. Such service is evaluated as having *met the standard*.

287

288 H. Process of Promotion and Tenure

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290 The departmental process begins in March. The dates for the evaluation process shall be consistent
 291 with the calendar given in the college promotion and tenure manual. The sequence of events for the
 292 process in the Creative Media Industries Institute is as follows:

293

294 1. The Institute Executive and Academic Directors will jointly write a letter on or before March 1 to
 295 all faculty who are eligible for consideration for promotion to associate professor and/or tenure asking
 296 if they wish to be reviewed by the departmental review committee. Associate professors should
 297 consult with the chair and senior colleagues to assist in determining when it is appropriate for them to
 298 apply for promotion to professor, and should be mindful of relevant deadlines specified in the calendar
 299 of the college manual. The Executive and Academic Directors must receive written expressions of a
 300 candidate's intention to apply for promotion and/or tenure no later than the time given in the college
 301 manual.

302

- 303 2. By the time prescribed in the manual, the candidate's professional development materials shall be
304 submitted to the Institute Executive and Academic Directors for forwarding to outside reviewers, along
305 with a list of eight possible outside reviewers. According to the process specified in the college
306 manual, the letters of evaluation written by these reviewers shall be provided to the departmental
307 evaluation committee.
308
- 309 3. Each candidate is responsible for assembling a dossier consistent with the instructions given in the
310 college manual and submitting it to the Institute Executive and Academic Directors by the time
311 prescribed in the Manual. The candidate should note the required format for the curriculum vitae that is
312 given in the college manual.
313
- 314 4. The Institute Executive and Academic Directors shall place on file the dossiers and letters of
315 evaluation of the outside reviewers of each prospective candidate for perusal by appropriate tenured
316 associate and full professors. Only professors shall review the materials of candidates for the rank of
317 professor. These materials are strictly confidential and shall be accessed with discretion. No faculty or
318 staff member should discuss their contents with the candidate or others outside the promotion and
319 tenure committee of the institute or college.
320
- 321 5. The Institute Promotion and Tenure Committee shall consist of all tenured associate professors and
322 professors whose primary appointment is in the Creative Media Industries Institute This committee
323 shall review each candidate for promotion and tenure and shall evaluate the record of each candidate
324 using criteria for promotion and tenure set forth in the guidelines on promotion and tenure for the
325 Creative Media Industries Institute and in the manual of the College of Arts and Sciences. Separate *ad*
326 *hoc* subcommittees shall prepare a factual summary review of each candidate and make a
327 recommendation regarding the candidate concerning performance in areas of Professional
328 Development, Teaching and Service. These reports will be used by the members of the full committee
329 as the basis for their own recommendations on the candidate. As required by the college, *Robert's*
330 *Rules of Order*, revised, shall be followed throughout the deliberations of the promotion, except that all
331 such deliberations are in executive session and are to remain confidential within the promotion and
332 tenure committee.
333
- 334 6. After due deliberations within the subcommittees on all the information in the official record of
335 each candidate, subcommittee members shall prepare a summary report on the candidate's areas of
336 professional development, teaching, and service and make a recommendation regarding the candidate.
337 The subcommittee report shall provide a detailed summary and analysis of the reviewers' estimations
338 of the candidate's professional contributions, and an assessment of the quality and standing in the
339 profession of the journals, presses and the like in which the candidate's work has appeared. Additional
340 facts may be added on the basis of the independent perusal of the dossier by members of the
341 Committee. The subcommittee shall then vote on an evaluation in each of the three categories, with the
342 overall positive or negative recommendation following from these evaluations. All members of the
343 subcommittee must be present in person for any vote that involves evaluation of candidates. The
344 subcommittee shall submit its report and majority recommendation and any minority recommendation
345 to the departmental review committee.
346
- 347 7. All of the tenured faculty normally shall meet in person to discuss the candidates for promotion to
348 associate professor. They shall together revise the subcommittees reports and vote on the revised
349 evaluations. All of the full professors normally shall follow the same process for candidates for
350 promotion to full professor. In regard to a candidate for the rank of associate professor, all tenured
351 associate and full professors normally shall sign the recommendation of the departmental review

352 committee, or an individual dissenting report, or a joint minority report in conjunction with faculty
353 members.

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355 All final recommendations must be made by the departmental review committee as a whole. The
356 departmental review committee of the whole must meet to discuss and vote on its final
357 recommendation. E-mail should not be used for this confidential personnel process (with the exception
358 of non-substantive matters such as scheduling meetings). Each member of the departmental review
359 committee normally either shall sign the committee's majority recommendation or shall submit or sign
360 a minority recommendation when the committee submits the majority recommendation. The signatures
361 must appear on separate and detachable pages so that they can be removed when a candidate is given
362 copies of the majority and minority reports.

363

364 If either the majority report of the Institute Promotion & Tenure Committee or the Institute Executive
365 and Academic Directors recommends in favor of promotion or tenure, then this action generates a
366 departmental nomination of the candidate. In this circumstance, no self-nomination by the candidate is
367 needed or permitted.

368

369 8. At the end of all deliberations in the department, the Institute Executive and Academic Directors
370 shall inform each candidate according to the college manual. A candidate has a right to respond to any
371 of these recommendations or reports by writing to the Promotion & Tenure Committee. This statement
372 becomes part of the candidate's promotion and tenure file. The candidate also has the right to respond
373 in writing to the letters and reports of the Institute Executive and Academic Directors and the Institute
374 Committee and to send his/her response to the Office of the Dean.

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376 5. EVALUATION OF PROFESSIONAL DEVELOPMENT

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378 The candidate's professional development will be judged on the basis of work authored or created by
379 the candidate. Some forms of authorship are discussed below, though those indicated here are not an
380 exhaustive list. Collaborative work is often appropriate, and is valued as a legitimate form of inquiry
381 and production. The successful candidate for tenure or promotion should demonstrate that he/she has
382 continued as an active scholar and/or artists after arriving at Georgia State University, no matter what
383 the prior credentials.

384

385 Faculty members in the Creative Media Industries Institute must maintain a high level of scholarly,
386 scientific and/or creative activity that advances the disciplines that contribute to the Institute's mission
387 and that evolve the candidate's specialization. We define professional development as work created by
388 the candidate that creates or extends knowledge and modes of inquiry in his/her area(s) of expertise in a
389 demonstrable form.

390

391 In the disciplines represented in the Creative Media Industries Institute, Professional Development can
392 involve a range of professional activities from scholarly research, technology or media design, and
393 publication to independently produced creative activities. It is appropriate, therefore, that the criteria
394 and methods for demonstrating and measuring Professional Development are relevant to the various
395 disciplines of the Creative Media Industries Institute.

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397 The evaluation standard for Professional Development for both scholarly and artistic works is that the
398 quality of any submitted materials must be assessed by outside reviewers. Letters from outside
399 reviewers who are authorities in the candidate's field (solicited in accordance with the procedures
400 described in the College manual) play an influential role in providing a supplementary perspective on
401 the candidate's achievements and stature in the area of Professional Development.

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403 A. Forms of Professional Development

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405 The Creative Media Industries Institute recognizes that Professional Development can take many forms
406 and employ a variety of methods. It may encompass basic and applied research and experimentation,
407 theoretical and empirical work, scholarship of discovery and integration, qualitative and quantitative
408 methods, and creative endeavors in a variety of media supported by the Institute. Each topic, method,
409 approach, medium and technique shall be judged only on whether it is appropriate to the stated
410 Professional Development goal provided by the candidate, whether it has been peer review evaluated to
411 document a valuable societal contribution and disciplinary product, and relevantly connects to the
412 instructional and intellectual aims of the Institute. Success in Professional Development, then, can be
413 achieved in many ways, and no specific approach or technique is inherently superior to another.
414 Evidence of the impact of the product on the field or audience intended provides insight into the
415 effectiveness of the candidate's Professional Development.

416

417 For example, a faculty member who chooses mainly to write articles for refereed journals could be seen
418 as equally successful with another who published his/her work in books but whose work undergoes
419 comparable peer review scrutiny. Candidates who pursue a mixture of publication media (e.g., articles,
420 authored or edited books, and chapters in books) and/or creative activity such as exhibitions and
421 performances, will be evaluated on the whole body of work, just as will those who specialize in one
422 form of scholarship or creative medium. Likewise, candidates who pursue creative activities will also
423 be evaluated through peer review. This review may involve formal outside adjudication at the time of
424 the performance, exhibition, or presentation of a creative work.

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For those projects that fall outside of conventional creative categories – such as, experimental, new and emerging media or online dissemination of research – it will be necessary for the candidate to establish the status of his/her work in relation to generally understood standards of the candidate’s discipline and medium. The candidate should also establish the relative prestige of the venue of dissemination.

The Creative Media Industries Institute resists the idea that qualitative evaluations can be defined solely by number of publications, performances, or other scholarly and creative activities. We expect that candidates will demonstrate their scholarly and/or creative productivity through both the quantity and quality of their professional record organized according to the categories of professional development listed in the college manual and as detailed below. Evaluation of an individual faculty member’s Professional Development will focus on the entire profile of that individual’s contribution. Peer reviewed selection of academic or industrial work for individually or collaboratively authored projects is an essential criterion for establishing the quality and impact of Professional Development. Client-based projects also require some client feedback for determining impact and quality.

The following is not an exhaustive list of types of Professional Development. This list is not in any hierarchical order.

1. *Scholarly Writings in Journals, Books, Monographs, and Reviews*: These include published articles, chapters in books, books, monographs, and book and performance reviews, and those accepted for publication, broadcast and electronic distribution. Book reviews typically receive less weight than the other publications listed here.
2. *Recordings, Screenings, Exhibitions and Performances in the Media & Performing Arts*: These include creative projects in film/video, broadcasting, digital media, and live performance disseminated through festivals, competitions, theatrical, digital and broadcast networks.
3. *Awards & Grants*: These include grants, contracts, scholarships, fellowships, travel awards, professional development awards funded internally and by external local, regional, national or international agencies that have supported the candidate’s scholarly research or creative activities. Obtaining external funding for one’s research or creative works is a highly valued Professional Development activity and success in seeking grant support, particularly from national sources, will weigh as evidence of scholarly or artistic reputation in those disciplines. International and national external awards and grants will generally weigh more heavily than regional or local ones. The Creative Media Industries Institute recognizes the relative scarcity of external grant support in some disciplines. Grant support, however, is not a substitute for the peer-reviewed products of quality scholarly and scientific research and creative production.
4. *Presentations at Professional Meetings*: These include participation in programs at local, regional, national or international meetings of professional associations, including presentation of papers, organization of panels or programs, serving as panel leader or commentator, organization of and participation in workshops, symposiums and juried competitions. The presentation of academic research or creative works will typically receive greater weight in the review process than more administrative tasks.
5. *Proceedings of National and International Conferences and Workshops*. These include publications that are drawn from presentations at conferences and workshops sponsored by professional organizations within the discipline(s) of the applicants.

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6. *Significant Professional Service*: These include memberships on editorial boards, editorships for professional journals, referee for professional journals, referee for granting agencies, memberships on evaluation panels, consultant for artistic projects, and critic or juror for professional organizations.

7. *Significant Artistic or Engineering Practice for Prestigious Clients*: These works may be realized in forms such as digital broadcasts, film, motion capture, audio recording, software and console game development or design, Internet-distributed applications or in the design of interactive installations, or other media industries related products.

8. *Recognition by National, Scholarly, and Professional Associations*: This includes honors, awards, fellowships, and internships.

9. *General Recognition Within One's Discipline*: This includes citation of works or contributions by other scholars, requests for colloquium presentations or workshops, reviews of publications or performances, invitations to juried screenings and performances, or exhibitions of media art, guest performances and lectureships. International and national recognition will generally weigh more heavily than regional or local recognition.

10. *Specialized Professional Activities Appropriate to the Discipline*: These include materials for which descriptions are not presented in any of the other categories above (e.g., significant writing in the trade publications, professional practice guidelines or public policy documents).

11. *Other*: The candidate should define the category and its relationship to the Creative Media Industries disciplines.

None of these forms of Professional Development may include work in progress or work submitted but not yet accepted for publication, presentation, exhibition, performance or award. Materials accepted must be accompanied by attesting documentation.

B. Hierarchy of Venues of Dissemination

The Creative Media Industries Institute recognizes that there is a rough hierarchy of scholarly journals, conferences, publishers, film, music, television and interactive media festivals, screenplay competitions, production companies, distribution companies, and other venues of dissemination that exists within the Creative Media disciplines. Some valuable work that offers innovative approaches, new ideas, or evidence that challenges existing knowledge may not be published in the best known journals or exhibited in the best-known venues. The Promotion & Tenure Committee may consider these distinct criteria to discern the quality of the candidate's work and the character of the venues where the work is disseminated, which collectively may be referred to as venues of dissemination:

1. *Geographic scope* of the venue's reputation, ranging from on-campus, local, state, regional, national, and international – in some cases, there may be special value to on-campus exhibitions and performances, but that value must be demonstrated and judged by the criteria below;
2. *Competitiveness* of the venue;
3. *Reputation or prestige* of the venue as evidenced in the academic, popular, or industry

- 523 publications;
- 524
- 525 4. *Size of the audience* of the venue as determined by number of persons who attended, tuned in,
- 526 downloaded or streamed the exhibition or transmission;
- 527
- 528 5. *Distinguished awards* given by the venue from either peer, curator, judges or audience
- 529 review; and
- 530
- 531 6. *Scholarly or artistic impact*, as evidenced by citations, press response, and academic research
- 532 about the candidate's work and about the venue of dissemination.
- 533

534 The significance of a venue of dissemination is based upon the reputation of the organization hosting

535 the exhibition, performance, or screening. Or, it is based on the organization that publishes the research

536 of the candidate. The level of public recognition or impact on the discipline brought by the organization

537 will reflect on the significance and quality of the candidate's work. Professional credibility may be

538 enhanced by evidence of an artist's recognition by curators, museum directors, and jurors or panelists.

539 Similarly, evidence of a scholar or scientist's reputation may be enhanced by the reputation of the

540 journal that publishes the candidate's work.

541

542 Alternative and non-traditional venues are given recognition; the significance of an exhibition in such a

543 space is based upon the reputation of the organization that operates the venue and its record of

544 exhibitions or publications.

545

546 C. Collaborative and Cooperative Work

547

548 The Creative Media Industries Institute recognizes that many of the disciplines of Creative Media

549 Industries require collaborative industrial practice with many other artistic and technological

550 professionals. The value of both individual and cooperative scholarship is acknowledged by the

551 Promotion & Tenure Committee. Creative work is occasionally difficult to determine the relative

552 contributions of co-authors or co-creators; research and creative production in the disciplines of the

553 Creative Media Industries are often a team enterprise that require annotation of the candidate's

554 contribution. We strongly support interdisciplinary activity, which by definition results in publications

555 and creative project exhibitions and performances with multiple authors and creators. We cannot

556 therefore assign higher intrinsic value to single-author, jointly-authored, or collaboratively created

557 works. Additionally, we know that order of authorship or credit does not necessarily convey accurate

558 information about one's relative contribution to the work. We will thus accord appropriate credit if the

559 candidate's contribution to a co-authored or collaboratively created work is empirically established

560 within the conventions of the candidate's discipline. It is incumbent upon the candidate to document

561 objectively his/her specific contribution to the collaborative creative or research project and describe

562 how that contribution resulted in its recognition within the candidate's discipline.

563

564 As a result of interdisciplinary collaborations, some of a candidate's publications or creative projects

565 may appear in the scholarly or artistic outlets of other disciplines. We recognize that work in the

566 general Creative Media Industries does regularly make contributions to the knowledge base of a broad

567 range of disciplines. We will not disadvantage such work appearing in related professional

568 publications, insofar as its quality is appropriately demonstrated. Likewise, a candidate's creative

569 collaborations with other artists outside and within the disciplines of the Creative Media Industries will

570 be given consideration. While interdisciplinary work is highly valued and encouraged, it is still

571 expected that a candidate will be able to make the case that his/her core program of work maintains a

572 strong connection to and is within the disciplines of the Creative Media Industries.

573

574 D. Funded Research and Creative Production

575

576 The Creative Media Industries Institute encourages the faculty to gain recognition within their
 577 respective specialties or areas by regularly submitting proposals seeking extramural funding or support
 578 for their research and creative activities. This support might come from traditional granting
 579 mechanisms (such as federal programs that support research), from private industry, or from donor
 580 cultivated support for research or creative projects. Reviews of these proposals provide an important
 581 indication of the value with which the activities are viewed by the sources of the funding or support.
 582 Success in professional development activities may be affected by many factors including the difficulty
 583 of the work, access to appropriate equipment or facilities or processes, and the number and
 584 backgrounds of students available to assist in the work. It is the responsibility of the candidate to assess
 585 the availability of appropriate equipment, facilities, processes, personnel, and space so that the plans
 586 for professional development activities are ambitious yet feasible.

587

588 E. Original and Edited Works

589

590 Within any of the Creative Media Industries disciplines, a substantial number of originally authored or
 591 co-authored works rank in higher significance over edited works of other scholars, scientists and artists.
 592 Usually, original scholarship, research or artistic activity counts more than editing or summarizing the
 593 original scholarship of others. It should be noted, however, that some scholarly editions contain
 594 substantial original scholarship. The greater the amount of original textual, scholarly, investigative,
 595 interpretative and scientific work, the more weight the edition carries. In the absence of substantial
 596 original scholarly or artistic work, it is unlikely that any amount of purely editorial work would suffice
 597 for promotion.

598

599 F. Textbooks and Pedagogical Materials

600

601 Textbooks and pedagogical materials are counted under Teaching, not Professional Development.
 602 Textbooks may be defined as materials to be used in the classroom that sum up information without
 603 proposing original research, with students as the targeted audience. However, publications about
 604 methods of instruction in one's field count as professional development.

605

606 G. Overlapping Categories with Professional Development

607

608 University, College or Institute service engaging one's professional expertise should be included under
 609 Service. Serving as the President or Executive Director of a prestigious scholarly organization, for
 610 example, is evidence that the candidate is regarded as an important scholar even if the work of the
 611 President or Director is primarily administrative, and even if the organization is based in the
 612 University.

613

614 If an activity such as service to a professional organization or pedagogical publications could be
 615 legitimately included in more than one area, the candidate shall choose the area in which it shall count
 616 in consultation with the Institute Executive and Academic Directors.

617

618 H. Digital Dissemination of Work

619

620 Scholarship, research, experimentation and creative production with emerging technologies is essential

621 to many areas of Creative Media Industries Studies. The Creative Media Industries Institute accepts as
622 Professional Development peer reviewed work published in a digital medium. These digital works
623 should be valued as being equal to print publications, and the candidate should indicate the peer review
624 and publication guidelines for the digital media as pertains to research and publication within the
625 digital humanities and digital forms of scholarship, or as pertains to creative production and digital
626 dissemination of interactive online artistic work. Digital dissemination venues that may be employed in
627 scholarship include multimedia audio visual productions, digital texts of scholarly and scientific work,
628 computer software, console, desktop and mobile games. Such contributions should be reviewed by the
629 Promotion & Tenure Committee in the media for which they were intended.

630

631 The candidate who works with digital media should be prepared to make explicit the results, theoretical
632 underpinnings, and intellectual rigor of the work. The candidate should take particular care to describe
633 how the work may overlap with or redefine the traditional categories, and to describe the process
634 underlying the creation of work in digital media (e.g., the creation of infrastructure as well as content).
635 Any new collaborative relationships with other faculty members and students required by the
636 candidate's work in digital media should also be noted. Digital citations and scholarly impact may be
637 documented by data, including whether a site has been adopted, endorsed, and linked by any relevant
638 official sites, library-based subject-collections of resources, scholarly associations, or colleges and
639 universities. Public impact may also be documented by how many people have visited the site.

640

641 I. Establishing National and International Reputation of the Candidate

642

643 Evidence of a national reputation also may include membership in professional organization on
644 editorial and curatorial boards; leadership roles in other international or national scholarly, scientific or
645 artistic projects; invitations to deliver keynote addresses; chairing sessions at professional meetings;
646 extramural grants for external organizations; and service as a manuscript reviewer or consultant for
647 professional journals, scholarly presses, museums or established exhibition venues. A distinguished
648 national or international reputation as a leader in the field may also be indicated by a significant
649 number of reviews of books or creative works by the candidate or a significant number of citations in
650 scholarly publications of the candidate's published research. Evaluators should bear in mind, however,
651 that such reviews and citations usually take several years after the original publication to appear.

652

653 6. EVALUATION OF TEACHING

654

655 The Creative Media Industries Institute regards quality teaching to be fundamental to its mission.
 656 Teaching is a major responsibility of the faculty and, as such, the Institute recognizes instructional
 657 effectiveness and student achievement as central in the evaluation of its faculty members. The Institute
 658 expects its faculty members to be engaged in instructional efforts, both at the undergraduate and
 659 graduate levels, not only in the classroom setting, but also in directing individual student work.

660

661 A. Documentation

662

663 Included in the evaluation process will be written documentation of evidence organized according to
 664 the categories of teaching listed in the College Manual. Examples include:

665

- 666 1. Courses taught during the last eight semesters (include summers, if applicable)
- 667 2. Perceptions of students, including official student evaluation instruments for the past
 668 eight semesters (include summers, if applicable); See the section entitled “Student
 669 Evaluation”;
- 670 3. Honors or special recognition for instruction;
- 671 4. Evidence of instructional service beyond the classroom (e.g., independent studies,
 672 independent projects, workshops, performance preparation, practica, honors theses,
 673 graduate colloquia, pro-seminars and conferences, graduate projects, theses,
 674 dissertations, or activities as each discipline in the creative industry may support);
- 675 5. Evidence of advisement of M.S., M.A., M.F.A., and Ph.D. theses;
- 676 6. Published materials (e.g., textbooks, published articles, manuals and/or monographs on
 677 pedagogy);
- 678 7. Student publications & accomplishments (e.g., published articles, books, conference
 679 papers, attendance at conferences, performances, film screenings, theatrical productions
 680 and readings, media projects and presentations, awards, and other recognition of student
 681 accomplishments at GSU and elsewhere);
- 682 8. Instructional portfolio: This category includes selected materials the candidate has
 683 compiled as required in the College’s Teaching Assessment Policy;
- 684 9. Additional evidence of teaching effectiveness (e.g., the development of effective
 685 evaluation and assessment methods, development of new, innovative and relevant
 686 courses, etc.);
- 687 10. Evidence of leading or participating in instructional grants, including both competitive
 688 peer-reviewed awards as well as state and internal awards;
- 689 11. Student placement and performance in industry, academia, and licensure/certification
 690 (e.g. acceptance of former students into graduate programs, appointment to faculty
 691 positions, recognition in performances, student participation in performance activities or
 692 have their work performed locally and/or nationally, recognition in profession
 693 examinations, internships, etc.); the incorporation of rehearsal techniques that results in
 694 students’ cognition of the style of the repertoire under study.
- 695 12. Other materials. This category might include: (a) the development of effective evaluation
 696 and assessment methods relative to student performance and the acquisition of
 697 knowledge and skills (to be reflected in examinations, teaching methods and pedagogical
 698 philosophy); (b) the development of new, innovative and relevant courses at the
 699 appropriate levels and the continued improvement and updating of established courses
 700 (to be reflected in course syllabi and other curricular materials); (c) the maintenance of
 701 high standards for the material taught and expectations for student performance (as

702 manifested in grade distributions, syllabi, examinations, written and creative
 703 assignments, and other examples); (d) guest lectures in classes; invitations to teach a
 704 seminar at other universities; invitations to lecture about teaching; leading workshops on
 705 teaching; and consultations with publishers or institutions about the development of
 706 pedagogical materials. (e) evidence of effective student mentoring activities; and (f) a
 707 statement of pedagogical philosophy and/or teaching methodology.
 708

709 B. Student Evaluations

710
 711 The Institute understands the category of student evaluations to be inclusive of the totality of student
 712 perceptions of the instructor's contribution to the learning environment. Therefore, standardized
 713 student evaluations are considered only as one element among many that can be used to evaluate a
 714 candidate's performance under this category. When reviewing the standardized student evaluations, the
 715 Institute Committee should attempt to discern a pattern in student perceptions of the overall
 716 pedagogical environment created by the candidate, attending to the scores on all questions as well as
 717 further evidence provided by students' written comments. In addition, the Institute Committee should
 718 not take the student evaluation percentages at face value alone without also taking into consideration
 719 other factors, which may be addressed by the candidate in his or her dossier, during the period of
 720 evaluation. The following list of such factors is neither comprehensive nor complete, and not all factors
 721 are relevant to all disciplines within the School or to all faculty within a given discipline:
 722

- 723 1. The candidate's total number of students
- 724 2. The numbers of:
 - 725 a. large (75 or more students) vs. small (25 or fewer students) courses
 - 726 b. required vs. elective courses
 - 727 c. graduate vs. undergraduate courses
 - 728 d. CTW vs. non-CTW courses
 - 729 e. WAC vs. non-WAC courses
 - 730 f. core vs. special topics courses
- 731 3. In making the case for his/her promotion and/or tenure, the candidate may also address
 732 other variables, such as:
 - 733 a. the extent to which the courses taught by the candidate during the last eight
 734 semesters included any new preparations or other courses which the candidate
 735 has taught repeatedly in the past;
 - 736 b. whether it is a theoretical foundation course;
 - 737 c. the clock time of the different classes taught by the candidate, whether they were
 738 mid-day (or at times most preferred by students) or late night or early morning
 739 during the last eight semesters;
 - 740 d. the format of the class (whether lecture, lab, online or hybrid, etc.);
 - 741 e. the extent to which the candidate taught courses with a lecture format or others
 742 which included collaborative/group learning, or which had a particular focus on
 743 active class participation required of students, during the last eight semesters;
 - 744 f. students' perceived rigor of a candidate's courses by students, as well as their
 745 grade expectations, during the last eight semesters;
 - 746 g. the grade averages and grade distributions of the courses the candidate taught
 747 during the last eight semesters;
 - 748 h. whether there have been any peer, institutional, or other evaluation of the
 749 candidate's teaching abilities and methods; and

- 750 i. whether the candidate participated in any pedagogical workshops or meetings
 751 during the last eight semesters, where the focus was on developing instructional
 752 excellence.
 753

754 C. Evaluation Criteria For Teaching
 755

756 To be tenured and/or promoted to the rank of Associate Professor, the candidate must meet the standard
 757 in Teaching for Associate Professor:
 758

- 759 1. The candidate demonstrates an ability to communicate and work effectively with students.
 760 2. The candidate performs his/her teaching responsibilities consistently well. Supporting material
 761 includes evidence of diligent preparation and a conscientious mentoring of students, as well as a
 762 commitment to enthusiastic, creative and innovative pedagogy.
 763 3. For instructions that requires highly collaborative student participation into productive team or
 764 groups, such as music ensembles, software development teams, or game development teams,
 765 television production teams. We should consider the candidate's ability to lead with the following
 766 criteria. The candidate has established a reputation as a master teacher or a master workshop
 767 leader. The candidate has a strong ability to achieve successful performances and provides students
 768 with current concepts and practices consistent with mastery in the field. Quality students are
 769 attracted to and retained in the team or ensemble. The team or ensemble's coherence and artistic
 770 and/or technical comprehension are at a high level, making high quality performances consistently
 771 possible. Repertoire and technical accomplishment are of the highest level, drawn from a broad
 772 spectrum of styles that result in creative programming and high levels of aesthetic and/or technical
 773 interest. The candidate's reputation as a master teacher/conductor/director workshop leader is
 774 recognized on a regional and emerging national level.
 775

776 To be tenured and/or promoted to the rank of Professor, the candidate must meet the standard in
 777 Teaching for Professor. In addition to meeting the criteria for instructional excellence required for
 778 promotion to Associate Professor, the candidate should demonstrate a record of curricular innovation,
 779 and should (if relevant given the candidate's area of expertise) have a considerable and successful
 780 record of mentoring accomplished undergraduate (e.g., Honors) and graduate students.

781 **6. EVALUATION OF SERVICE**

782

783 Service is critical to the Institute's success. Candidates are expected to perform service requests
784 willingly, competently and in a timely manner. Service consists of the administrative duties of faculty
785 as members of committees to the institute, college, university and professional organizations (where
786 discipline-specific substantive editorial or programming activities are not required).

787

788 Only minimal service to the Institute, the College of Arts & Sciences and the university is expected of
789 junior faculty in their first three years of service. Junior faculty in their fourth and fifth years of service
790 are expected to assume greater responsibility for the institute's overall success.

791

792 To be promoted to and/or tenured at the rank of Associate Professor, the candidate must have **met the**
793 **standard** for the rank of Associate Professor. The standard describes accomplishments and
794 participation where the candidate has played an effective role in serving the institute's greater needs
795 and goals.

796

797 To be promoted and/or tenure at the rank of Professor, the candidate must have **met the standard** for
798 the rank of Professor. Evaluation criteria are articulated below.

799

800 A. Criteria For Service

801

802 The candidate demonstrates service in the programmatic and administrative areas of the University,
803 College of Arts & Sciences and the Institute.

804

805 The candidate will have **met the standard** if she/he shows evidence of performing the following:

806

807 1. The candidate has worked as a responsible and effective member on university, College of
808 Arts & Sciences and Creative Media Industries Institute committees.

809

810 2. The candidate has shown consistent work in creating and maintaining meaningful
811 relationships with leaders in Atlanta's creative media industries, in creating and maintaining
812 meaningful relationships with faculty from related disciplines.

813

814 3. The candidate has participated in student recruitment and retention, student advisement and
815 academic program development.

816

817 4. The candidate shows evidence of service activities as an officer or committee member for
818 professional organizations in the candidate's field of specialization.

819

820 5. The candidate provides evidence she/he has rendered substantial service to colleagues.

821

822 6. The candidate shows evidence of actively promotes and attends Institute events.

823

824 7. The candidate demonstrates service in the programmatic and administrative areas of the
825 University, College of Arts & Sciences and the Institute.

826

827 The candidate might supplement their documentation of Institute service activity by (1) providing
828 evidence of generating revenues to support the ongoing work of the Institute, either through mutually
829 beneficial relationships with Atlanta's creative media industries or through external grant applications;

830 or (2) by submitting documentation of non-peer reviewed research (e.g., white papers) or public
831 scholarship. Submitted material in this category should be accompanied by an explanation of how this
832 work complements the overall professional record and the mission of the Institute. Public scholarship
833 may involve interactive work with groups outside the conventional realm of scholarly and creative
834 publishers, such as museums, government organizations, civic groups, performance groups, schools,
835 and media organizations.

APPENDIX I: Ratings Guidelines for Pre-Tenure Review

A. Professional Development

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the scope and impact of the faculty member's professional development contributions are insufficient.

Very Good: The faculty member, while maintaining an active program of professional development, has yet to establish a national reputation as an emerging leader in the field, but there are clear indications that she/he has projects underway that are likely to result in a more prominent scholarly profile in the near future.

Excellent: The faculty member has produced a body of original research, scholarship and/or creative production. The faculty member shows peer-reviewed work has been disseminated in highly regarded venues. Collaborative projects with other scholars and/or artists are also significant when the high level and quality of the contribution is documented. Further evidence for a rating of *excellent* includes documentation directly demonstrating one's emerging national reputation and the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies; these represent a highly significant professional achievement and testify to the scholarly reputation and significance of the candidate's research. An evaluation of *excellent* indicates that the faculty member's current and imminently forthcoming projects are likely to result in an assessment of having met the standard of the College when s/he comes up for tenure, should the faculty member's upward trajectory continue.

Outstanding: The faculty member has achieved eminence in his or her field, as evidenced by national or international awards, laudatory reviews in major publication outlets, invited lectures in prestigious venues and so on.

B. Teaching

Poor: The faculty member displays an unacceptable record of teaching as evidenced through student evaluations and/or reports by faculty observers, little or no involvement in departmental curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate effort as an instructor that results in the deficient transmission of the course content to students.

Fair: The faculty member displays a minimally acceptable record of teaching as evidenced through student evaluations and/or reports by faculty observers, little involvement in departmental curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate effort as an instructor that results in the deficient transmission of the course content to students.

Good: The faculty member's instructional performance barely exceeds adequate. This faculty member's supporting materials provide evidence of conscientious preparation and pertinent, valid content, but fail to demonstrate either exceptional pedagogical skill or decisive commitment to the wide-ranging institutional and intellectual responsibilities of a full-time college instructor. The learning

885 environment in this faculty member's classroom, as reflected in student evaluations, achievement, and
 886 advancement, is adequate but not distinctly positive.

887

888 **Very Good:** The faculty member is a competent teacher whose supporting material includes evidence
 889 not only of diligent preparation and instruction but also of some mentoring of students, effective
 890 pedagogy, and a commitment to the mission of the department. Class assignments are creative and
 891 methodologically innovative, resulting in proficient student learning. While the faculty member is an
 892 effective teacher, her/his teaching record may lack the level and extent of involvement in the
 893 supervision of individual student work that is typically expected for a rating of *excellent*, as described
 894 below, and/or the faculty member's student evaluations show inconsistencies or scores that commonly
 895 fall below those of comparable courses offered in the unit.

896

897 **Excellent:** The faculty member's teaching record shows exceptional preparation and prominent
 898 involvement with individual student work, especially the direction of undergraduate and graduate
 899 student research papers, honors and master's theses, and dissertations. The review of a candidate's
 900 materials will include overall student evaluation scores and qualitative feedback consistent with the
 901 former and the new SEI Instruments. Evaluation scores, which the department will not rely upon
 902 exclusively when determining minimum qualifications for ratings, will be considered in the context of
 903 the normal range of scores for specific courses and for similar level courses (i.e., 1000, 2000, etc.)
 904 within the department. The faculty member demonstrates an engagement with teaching beyond simply
 905 his or her assigned courses. Such a faculty member may receive invitations to lecture that are based
 906 upon his or her reputation as a teacher, and may also be involved in leading workshops, consultation, or
 907 producing pedagogical publications based upon his or her teaching prowess and show innovation and
 908 creativity in teaching.

909

910 **Outstanding:** In excess of the criteria for a rating of *excellent* at either level, the faculty member's
 911 student evaluations will often be high relative to other comparable courses in the unit (or other sections
 912 of the same course), and student qualitative feedback is consistently positive in substantive ways. The
 913 faculty member has won a significant teaching award from a prestigious outlet or has been otherwise
 914 recognized for superior instruction.

915

916 C. Service

917

918 **Poor:** The faculty member may show up at general faculty meetings but manifests no other significant
 919 service accomplishments. The faculty member may serve on other departmental committees, but
 920 without a documentable, significant impact.

921

922 **Fair:** The faculty member may show up at general faculty meetings but manifests few other significant
 923 service accomplishments. The faculty member may serve on other departmental committees, but with
 924 few effective contributions to the business of those committees.

925

926 **Good:** The faculty member responsibly and thoroughly executes assigned departmental duties and
 927 committee responsibilities and is of significant assistance to colleagues.

928

929 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective service and
 930 leadership at the department as well as participating in professional associations.

931

932 **Excellent:** The faculty member demonstrates a sustained track record of effective leadership that has

933 involved significant departmental, college, university, industry or disciplinary associational or
934 leadership roles in creative organizations (e.g., significant film festivals). Such leadership is in addition
935 to the level of service described as above as *very good*.

936

937 ***Outstanding:*** In addition to the level of service described above as *excellent*, the faculty member
938 demonstrates a record of sustained, significant service accomplishments beyond the department and
939 throughout the college and university, as well as in national and international professional
940 organizations.

APPENDIX II: Ratings Guidelines for Post-Tenure Review

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A. Professional Development

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the scope and impact of the faculty member's professional development contributions are insufficient.

Very Good: The faculty member's professional development record indicates steady scholarly development that falls short of completion of major high quality projects.

Excellent: The faculty member has continued to maintain and advance a distinguished national or international reputation as an authority or creative leader in his or her area(s) of specialization. The faculty member continues to be an active scholar and/or creative producer, and has a marked impact on the work of others in the field. The books, book chapters, videos, games, compositions, recordings, digital publications, and/or articles of the faculty member judged as *excellent* are published by presses, journals, festivals and digital distribution venues that are held in esteem by the profession. Reviews of the faculty member's work and citations to the faculty member's work attest to this reputation. Other important evidence includes the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies and professional organizations (such as major industry honors).

Outstanding: The faculty member has achieved eminence in his or her field, as evidenced by national or international awards, strong reviews in major publication outlets, invited lectures at prestigious venues and so on.

B. Teaching

Poor: The faculty member displays an unacceptable record of teaching as evidenced through student evaluations and reports by faculty observers, little or no involvement in departmental curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate effort as an instructor that results in the deficient transmission of the course content to students.

Fair: The faculty member displays a minimally acceptable record of teaching as evidenced through student evaluations and reports by faculty observers, little involvement in departmental curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate effort as an instructor that results in the deficient transmission of the course content to students.

Good: The faculty member's instructional performance barely exceeds adequate. This faculty member's supporting materials provide evidence of conscientious preparation and pertinent, valid content, but fail to demonstrate either exceptional pedagogical skill or decisive commitment to the wide-ranging institutional and intellectual responsibilities of a full-time college instructor. The learning environment in this faculty member's classroom, as reflected in student evaluations, achievement, and advancement, is adequate but not distinctly positive.

990

991 **Very Good:** The faculty member is a competent teacher whose supporting material includes evidence
 992 not only of diligent preparation and instruction but also of some mentoring of students, effective
 993 pedagogy, and a commitment to the mission of the department. Class assignments are creative and
 994 methodologically innovative, resulting in proficient student learning. While the faculty member is an
 995 effective teacher, her/his teaching record may lack the level and extent of involvement in the
 996 supervision of individual student work that is typically expected for a rating of *excellent*, as described
 997 below, and/or the faculty member's student evaluations show inconsistencies or scores fall somewhat
 998 below scores in comparable courses offered by the department.

999

1000 **Excellent:** The faculty member's teaching record shows exceptional preparation and extensive
 1001 involvement with individual student work as demonstrated by, for example, the successful direction of
 1002 honors and master's theses and/or dissertations to completion. The review of a candidate's materials
 1003 will include overall student evaluation scores and qualitative feedback consistent with the former and
 1004 the new SEI Instruments. Evaluation scores, which the department will not rely upon exclusively when
 1005 determining minimum qualifications for ratings, will be considered in the context of the normal range
 1006 of scores for specific courses and for similar level courses (i.e., 1000, 2000, etc.) within the department.
 1007 The faculty member evaluated as *excellent* also will have demonstrated a substantial variety of
 1008 activities related to instruction as well as innovative pedagogy. Such a faculty member will also have a
 1009 good track record of his or her students finishing their programs in a timely fashion; securing
 1010 fellowships at the graduate or postgraduate level; presenting or publishing their work, completing their
 1011 programs, and advancing into subsequent programs or into the profession. Such a faculty member
 1012 advises and guides students diligently, and these students regularly conduct and complete significant
 1013 work.

1014

1015 **Outstanding:** In excess of the criteria for a rating of *excellent*, the faculty member's student
 1016 evaluations will often be high relative to other comparable courses offered by the department (or other
 1017 sections of the same course). The faculty member will have won a significant teaching award from a
 1018 prestigious outlet, published highly regarded pedagogical studies, or will have been otherwise
 1019 recognized for superior instruction.

1020

1021 C. Service

1022

1023 **Poor:** The faculty member may show up at general faculty meetings but manifests no other significant
 1024 service accomplishments. The faculty member may serve on other departmental committees, but
 1025 without a documentable, significant impact.

1026

1027 **Fair:** The faculty member may show up at general faculty meetings but manifests few other significant
 1028 service accomplishments. The faculty member may serve on other departmental committees, but with
 1029 few effective contributions to the business of those committees.

1030

1031 **Good:** The faculty member responsibly and thoroughly executes assigned departmental duties and
 1032 committee responsibilities and is of significant assistance to colleagues.

1033

1034 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective service and
 1035 leadership at the department and either the college or the university levels as well as participating in
 1036 professional associations.

1037

1038 ***Excellent:*** The faculty member demonstrates a track record of effective leadership that has involved
1039 significant departmental or other college or university administrative functions. Such leadership is in
1040 addition to the level of service described as above as *very good*.

1041

1042 ***Outstanding:*** In addition to the level of service described above as *excellent*, the faculty member
1043 demonstrates a record of sustained, significant service accomplishments beyond the department and
1044 throughout the college and university, as well as in national and international professional organizations.