

The Theatre Arts Program Standards and Criteria for Retention, Tenure and Promotion

The Theatre Arts Faculty endorses the standards and criteria as outlined in Appendix J and submits additional area-specific standards for excellence in Teaching, Scholarly/Creative Activities, and Service activities as applicable to the Retention, Tenure and Promotion (RTP) process. We also take this opportunity to reaffirm that the “terminal degree” for tenure-track faculty in the Theatre Arts Program can be either or both the earned Doctorate or the Master of Fine Arts for practitioners.

The Department of Dance, Music, and Theatre Initiating Unit Personnel Committee (IUPC) is expected to solicit and collect written and signed statements from students when candidates submit files for retention, tenure, or promotion.

I. Teaching Effectiveness:

The Theatre Art Program’s criteria for evaluation of teaching effectiveness and the development of examples of activities to be assessed for determination of teaching excellence have been guided by Appendix J, Section IX.B.1.

A. Criteria for Evaluating Excellence in Teaching

Activities to be assessed by written peer evaluation (collegial letters) in the measurement of teaching effectiveness may include, but are not limited to, the following:

1. Direct **Instruction** may include teaching students in courses (including lecture, lab studio, and on- location instruction), workshops and productions.
2. Academic **Advising**, Supervising and Mentoring Students such as academic advising and providing student support and maintaining weekly office hours.
3. Development of Teaching Materials, Curriculum and **Course Design**: This may include developing teaching materials such as appropriate outlines, study-guides, instructional manuals, software programs, multimedia content, or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of program and departmental curriculum goals.
4. **Professional Development** Activities in Teaching: This may include: learning about pedagogy and/or teaching within the subject area; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars appropriate to teaching subject areas.

B. Accomplishment Standards for Teaching Effectiveness

To achieve our program standard of “excellence” in teaching effectiveness, RTP candidates should:

- Make use of up to date and appropriate materials and methods for courses taught.
- Prepare syllabi that conform to the Cal Poly Humboldt syllabus policy with the clearly presented course, program, and Student Learning Outcomes and instructional methodology including clearly presented grading practices, standards and criteria.

- Include clearly presented applicable GEAR area student learning outcomes in GEAR course syllabi.
- Maintain awareness of instructional and program developments in courses taught.
- Achieve a pattern of favorable comments and student ratings around or above 4.0 on the student evaluation survey instrument. In the event of a pattern of unfavorable comments and/or low scores, the candidate is expected to reflect upon this and articulate a plan to address the issues.
- Annually participate in Professional Development related to teaching.
- Demonstrate Evidence of Excellence in Inclusive Teaching Including
 - Teaching Effectiveness: Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
 - Reflective Practice and Continual Refinement: Instructor is reflective of their own characteristics, positionality, and power and the effects of these factors on student learning.
 - Multilogical Thinking: Instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and to engage students in reflective critiques of disciplinary perspectives.
 - Equity: Instructor designs the course to elicit previous knowledge from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when students express confusion, and facilitates intercultural communication.
 - Inclusive Learning Environment: Instructor actively works to help students feel supported, valued, and welcomed, and that all students have an equal opportunity to learn; students report that the classroom environment was respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.

II. Scholarly/Creative Activities:

A. Criteria for Evaluating Excellence in Scholarly/Creative Activities

Scholarly and Creative Activities represent efforts and tangible achievements whereby the faculty member establishes a professional record through contributions made to the discipline. The Theatre Program faculty recognizes that scholarly and creative activities can be represented by a wide variety of professional expressions appropriate and acceptable for RTP candidates in our disciplines. The program is comprised of faculty who are performers, directors, choreographers, writers, historians, technicians, designers and theorists. Scholarship and Creative Activities often differ greatly among faculty depending upon their area of expertise and their responsibilities in the program.

For the granting of tenure, the Program expects the faculty member to provide evidence of a scholarly/creative program that encourages and provides for Cal Poly Humboldt student involvement. Each faculty member is required to demonstrate contributions in their area of specialization. At least some of the contributions from university-based activities should provide evidence of student involvement. Contributions made during any service credit years granted to a faculty member will have equal standing to university based contributions, but evidence of scholarly/creative activity while in residence at the university must be presented.

Peer Review in the Field of Theatre

Appendix J states: Collegial/peer review appropriate to the discipline is required and shall be defined in the Department's Criteria and Standards.

Some scholarly Theatre activities receive the same type of peer review found in other academic fields. For example, publication of an article in a peer-reviewed journal carries the same significance in any field.

For many creative activities in theatre, however, the peer review comes in very different and non-traditional forms. Peer review of a performance or theatre design may be documented by written reviews/evaluations from professionally/academically-qualified reviewers who attended the performance and/or newspaper (or other media) reviews of the performance. Additionally, gaining invitations to work as an actor, director, designer, or other theatre professional - through being cast in a professional production or being asked to direct or design a professional production - is one of the most important forms of peer review in the field of theatre. Thus, in many cases, for theatre-makers, the *invitation* to participate in and collaborate on a production is the equivalent of peer review, because the invitation is based upon the reputation and skills of the theatre practitioner has developed through past work.

Candidates are expected to provide evidence of the actual works and activities cited in their RTP files. For creative activities that are unique to theatre, evidence for activities listed in Category II could include simple documentation such as performance programs or thank-you letters. Theatre-specific activities listed in Category I, however, must include peer-reviewed evidence such as reviews; correspondence inviting the candidate to participate in a theatre production; evaluative letters by the candidate's peers and/or other individuals possessing the background to provide substantial critical commentary; performance contracts; and other similar types of documentation. Evidence for a peer-reviewed article would simply be evidence that the journal is peer-reviewed. Candidates are invited to solicit peer review for Creative and Scholarly Activities and include these materials in the file. Collegial review is appropriate for Category II activities.

In cases, where a Scholarly or Creative Activity might reasonably be listed in either Category I or Category II, the candidate is expected to provide documented peer review and explanation of the professional stature of the activity if the activity is listed in Category I. In considering a candidate's file, the Dance, Music, and Theatre Personnel Committee is expected to confirm or correct the candidate's placement of Scholarly and Creative Activities in Categories I and II.

Theatre Category 1:

Performances:

- Public live performance in a full-length theatrical production as a key production member such as director, designer, writer, dramaturg, lead performer, or technician at the regional, national, or international level.
 - One public live performance in a full-length theatrical production as a director, designer, writer, dramaturg, lead performer at the local non-professional level may apply to Category 1 during each promotion cycle.
- Key creative role in a film, television, radio or other recorded production that is exhibited at a juried or invitational event, or selected for distribution. Key creative roles include director, designer, writer, performer, or technician.

Scholarly/Creative Presentations and Activities:

- Presentations by invitation or selection from a recognized professional organization at the local, regional, national, and/or international level.
- Accepted participation as a member of a panel from a recognized professional organization at the local, regional, national, and/or international level.
- Invited keynote address for professional organizations at the local, regional, national, and/or international level.

Publications

- Academic publications including, but not limited to, books in area of expertise, chapters in scholarly books or textbooks, articles in refereed or other professional journals, other significant publications.

Funded Outside Grants:

- Grants secured from off-campus sources for research, creative, or scholarly activities.

Theatre Category 2:

Performances:

- Public live performance in a theatrical production as a director, designer, writer, dramaturg, performer, or technician at the non-professional local or university level.
- Key creative role in a local film, television, radio, or other recorded productions. Key creative roles include director, designer, writer, performer, or technician.

Scholarly/Creative Presentations and Activities:

- Presentations including, but not limited to, coursework tutorials, or guest lectures on campus.

Non Peer-Reviewed Publications:

- Academic publications including, but not limited to, self-published works, coursework tutorials, or unpublished abstracts from papers presented at local, regional, national or international meetings, conferences, or symposia.

Funded Grants:

- Grants secured from campus sources for research, creative, or scholarly activities.

B. Accomplishment Standards for Evaluating Scholarly/Creative Activities

Scholarly/Creative Activities will generally fall into one of two categories - Category 1 is recognized as being of higher significance and prominence than Category 2. No relative importance or weighing is implied by the order within each category.

When faculty receive assigned time to direct or design a production for the department, this is considered part of their teaching load. The department also recognizes that this work may be a form of scholarship/creative activity. In such cases, the faculty member needs to provide evidence of the quality of the scholarship/creative activity. Additionally, in the appropriate sections of the PDS faculty must distinguish this work as a form of teaching and, separately, as a form of scholarship/creative activity.

For Tenure and/or Promotion to Associate Professor

The following standards are applicable to the Theatre Program for evaluation of Scholarship and Creative Activity.

Minimum Essential: The standard of evaluation for a “Minimum Essential” level of performance for a candidate, during the period under review, for Tenure and/or promotion Associate Professor requires completion of at least:

- two activities from Category 1, *and*
- a minimum of two activities from either Category 1 or 2.

Good: The standard of evaluation for a “Good” level of performance for a candidate, during the period under review, for Tenure/Associate Professor requires completion of at least:

- two activities from Category 1, *and*
- a minimum of four activities from either Category 1 or 2.

Excellent: The standard of evaluation for an “Excellent” level of performance for a candidate, during the period under review, for Tenure/Associate Professor requires completion of at least:

- three activities from Category 1, *and*
- a minimum of four activities from either Category 1 or 2

For Promotion to Professor

The following standards are applicable to the area of Theatre for evaluation of Scholarship and Creative Activity.

Minimum Essential: The standard of evaluation for a “Minimum Essential” level of performance, during the period under review, for a candidate for Professor requires completion of at least:

- two activities from Category 1, *and*
- a minimum of three activities from either Category 1 or 2.

Good: The standard of evaluation for a “Good” level of performance, during the period under review, for a candidate for Professor requires completion of at least:

- three activities from Category 1, *and*
- a minimum of three activities from either Category 1 or 2;

or:

- two activities from Category 1, *and*
- a minimum of five activities from either Category 1 or 2.

Excellent: The standard of evaluation for an “Excellent” level of performance, during the period under review, for a candidate for Professor requires completion of at least:

- four activities from Category 1, *and*
- a minimum of two activities from either Category 1 or 2;

or:

- three activities from Category 1, *and*
- a minimum of five activities from either Category 1 or 2.

III. Service

A. Criteria for Evaluating Excellence in Service

The Department of Dance, Music & Theatre’s criteria for evaluation service have been guided by Appendix J, Section IX.B.3

B. Accomplishment Standards for Evaluating Service

In addition, the Theatre Program recognizes service at the university, local, regional, national and/or international level activities such as, but not limited to:

- Participation or Leadership on department, college and university committees and programs
- Participation or Leadership on institutional initiatives/projects directed toward accomplishing department, college, and university goals such as strategic planning, outcomes/assessment, accreditation etc.
- Leadership (name-reading, marshaling, performance etc.) in traditional academic functions such as convocation and commencement
- Mentoring colleagues
- Participation or Leadership in recruitment activities and outreach activities
- Organizing workshops or masterclasses by guest lecturers or artists
- Coordinating symposia, a panel presentation, a production, or workshop for a recognized professional organization
- Advising more than 30 students including majors, minors, and non-majors (Advising of fewer than 30 students is addressed in the Teaching section of the Standards.)
- Supervising and mentoring students, including career mentoring
- Providing extra support to students outside of the normal classroom environment (beyond office hours)
- Taking students on tours or to conferences, festivals, and other off-campus events

- Serving as advisor or faculty sponsor to on-campus student groups, organizations, or clubs which includes supervising and/or producing student theatre works and/or creative projects
- Participation or Leadership on committees of professional organizations related to the discipline
- Collaborations with professionals, non-profit organizations, educational programs, and schools
- Serving as an adjudicator, respondent, or consultant in disciplinary field to outside organizations
- Reviewing grants for funding agencies
- Participation or Leadership of a community activity such as board membership, presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance.
- Teaching in the community or in summer programs
- Pro bono activities related to field of expertise

When in a leadership position, candidates must provide evaluative documentation of effective leadership.

For Tenure and Promotion to Associate Professor:

The following standards are applicable to all the areas of Theatre Program for evaluation of Service.

Minimum Essential: The standard evaluation for the "Minimum Essential" level of performance for a candidate for tenure and promotion to Associate Professor must include an average of at least **45 annual hours*** of service work that includes:

- annually, full participation in department governance activities, *and*
- annually, an average of at least ten (10) hours of service beyond governance within the Theatre Program and Department of Dance, Music & Theatre. (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)
- no more than five (5) hours of non-theatre-related community service counting towards this total during any year of the review period.

Good: The Theatre Arts Program believes that the "Good" level of performance for a candidate for tenure and promotion must include an average of at least **65 annual hours*** of service work that includes:

- annually, full participation in department governance activities, *and*
- annually, at least twenty (20) hours of service beyond governance within the Theatre Program and Department of Dance, Music & Theatre. (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)
- no more than five (5) hours of non-theatre-related community service counting towards this total during any year of the review period.

Excellent: The Theatre Program believes that the "Excellent" level of performance for a candidate for tenure and promotion must include an average of at least **85 annual hours*** of service work that includes:

- annually, full participation in department governance activities, *and*
- annually, at least thirty-five (35) hours of service beyond governance within the Theatre Program and Department of Dance, Music & Theatre. (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)

- no more than ten (10) hours of non-theatre-related community service counting towards this total during any year of the review period.

*Note: faculty are not required to participate in service activities during the summer or other times not within the official academic work year. However, faculty who do choose to engage in service activities at such times may include them in their annual service hours.

For Promotion to Professor:

The following standards are applicable to all the areas of Theatre, Film and Dance for evaluation of Service.

Minimum Essential: The standard evaluation the “Minimum Essential” level of performance for a candidate for promotion to Professor must include an average of at least **60 annual hours*** of service work that includes:

- annually, full participation in department governance activities, *and*
- annually, an average of at least fifteen (15) hours of service beyond governance within the Theatre Program and Department of Dance, Music & Theatre. (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)
- no more than five (5) hours of non-theatre-related community service counting towards this total during any year of the review period.

Good: The Theatre Arts Program believes that the “Good” level of performance for a candidate for tenure and promotion must include an average of at least **90 annual hours*** of service work that includes:

- annually, full participation in department governance activities.
- annually, at least twenty-five (25) hours of service beyond governance within the Theatre Program and Department of Dance, Music & Theatre. (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)
- successful completion of at least one leadership assignment of a committee within the program, department, college or university level within the review period.
- no more than ten (10) hours of non-theatre-related community service counting towards this total during any year of the review period

Excellent: The Theatre Arts Program believes that the “Excellent” level of performance for a candidate for tenure and promotion must include an average of at least **120 annual hours*** of service work that includes:

- annually, full participation in department governance activities, *and*
- annually, at least thirty-five (35) hours of service beyond governance within the Theatre Program and Department of Dance, Music & Theatre. (These hours could include department-related work outside the standard department committees. For example, recruiting work or work bringing in guest artists would count in this category.)
- successful completion of at least two years in (a) leadership position(s) in the Theatre Arts Program, or the Department of Dance, Music, and Theatre, or the College or University leadership, or a professional organization within the review period.
- no more than ten (10) hours of non-theatre-related community service counting towards this total during any year of the review period.

*Note: faculty are not required to participate in service activities during the summer or other times not within the official academic work year. However, faculty who do choose to engage in service activities at such times may include them in their annual service hours.

IV. Exceptional Situations

The department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for promotion and/or tenure. For example, such situations may arise when faculty are specifically hired to conduct activities in addition to instruction, such as program development.

Accordingly, the specific requirements for scholarly and service activities may be modified on a case-by-case basis, in consultation with the Dean, so long as faculty have met the primary requirement of demonstrating excellence and effectiveness in their teaching assignments.