

**Department of
THEATRE**

**Department
Tenure
Guidelines**

July 1, 2012 – June 30, 2013

Submitted by: Dr. Marilyn A. Hetzel, Chair
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Approvals:

Department Committee 2____ Approve 0____ Disapprove

Department Faculty 5____ Approve 0____ Disapprove

Department Chair Marilyn A. Hetzel____ Date June 1, 2012

Dean _____ Date _____

VPAA _____ Date _____

THEATRE DEPARTMENT MISSION STATEMENT

The Theatre Department provides educational opportunities for a diverse urban population by offering a full range of introductory, advanced, and collaborative teacher/learner centered curricula. The Theatre Department continues to develop and to offer opportunities for majors by offering a BA in Theatre with a BFA concentration in Music Theatre and a BFA concentration in Applied Theatre Technology and Design. These curricula provide theoretical foundations and practical applications to prepare students for graduate school, employment, and personal and aesthetic development, all grounded in a strong liberal arts tradition.

The Metro State Theatre Department also serves the University, campus, and greater community by providing courses, performance opportunities, applied technology opportunities, academic and professional collaborations, and cultural enrichment.

The Theatre Department achieves this mission through the faculty's dedication to excellence in instruction, both classroom and technologically mediated; implementation of the creative process; professional renewal; and participation in a variety of initiatives with public schools, businesses, health care agencies, non-profit organizations, and the National Association of Schools of Theatre accrediting agency.

Theatre Degree:

Theatre BA and two BFA concentrations: theatre (BA); music theatre (BFA); and applied theatre technology and design (BFA).

THEATRE DEPARTMENT GUIDELINES

TENURE-TRACK FACULTY EVALUATION

NOTE: The departmental guidelines herein are based on the revised July 1, 2011, *Handbook for Professional Personnel*.

Assumptions:

1. Teaching remains the primary responsibility of a tenure-track faculty member; however, faculty must fulfill scholarly and service responsibilities as outlined in the handbook for professional personnel.
2. All criteria must be within the power of the faculty, to accomplish, given available resources. However, there are many ways to adhere to the guideline's criteria. Lack of election, invitation, or funding does not exempt the faculty member from fulfilling the criteria.
3. The emphasis in the review process should be on the quality of the work done throughout the period covered by the guidelines document in addition to the quantity as may be outlined under each criterion level.
4. This document is designed to serve as a guideline for cumulative progress toward tenure; however, it remains open for revision as needed.
5. If an agreement cannot be met between the faculty member and the Chair regarding appropriate activities or quality level of activities for progress toward tenure, where the guidelines indicate "in mutual agreement with the Chair," the Dean will mediate for the goal of mutual agreement on the issues(s).
6. Faculty members are required to provide supplementary materials and documentation to support activities that meet the requirements for each criterion. This documentation must be submitted as part of performance reviews as noted in Section V of the *Handbook for Professional Personnel*.
7. All faculty members, while working to achieve their individual workplace goals, will in no way hinder the department or its faculty from achieving their workplace goals.
8. All faculty members will meet deadlines as designated in the University Calendar, the Theatre Department Calendar, and the Theatre Production Calendar.
9. Faculty members are expected to support the mission of the department.
10. Faculty members are expected to adhere to department Standard Operating Procedures.
11. Reassigned time originating in the department, as designated for the varying Theatre Department faculty positions, will usually be evaluated as a percentage of one's Teaching load; however, reassigned time responsibilities may include scholarly activity and service components, as well. The faculty should clearly delineate the areas in which the reassigned time activities fall.
12. Reassigned time may, as with assigned courses, require preparation time outside the

contracted fall and spring semesters. A faculty member is expected to meet all reassigned time deadlines.

13. Peer reviews should be used to improve one's teaching. Probationary faculty members must arrange for at least one summative peer review as per the handbook. In addition, the department will require one additional summative peer review to be submitted with portfolio materials the third year. (See "Summative Peer Observations" on page 6 for further details).
14. In addition to summative peer reviews noted in number 13 above, faculty must arrange for tenure or tenure-track faculty member to provide a departmental peer review for at least one class per semester every year until the completion of the tenure process. Semesters in which a summative peer review takes place will not require an additional departmental peer review. (See additional information in Appendix A).
15. Faculty members must arrange departmental peer reviews. Departmental peer reviews will not replace summative peer reviews required for retention and tenure as noted in number 14 above. (See additional information under 'Policies and Procedures' below).
16. The department Chair reserves the right to visit classes and reassigned time activities without prior notification.
17. It is a probationary faculty member's responsibility to address any concerns or questions with the Chair.
18. Probationary faculty are expected to show annual, cumulative progress in the areas of teaching, scholarly activity, and service through the course of the tenure-track process.
19. The Theatre Department subscribes to the following national organizations' support of creative work as scholarly activity:

The Association for Theatre in Higher Education (ATHE) *Guidelines for Tenure and Promotion* are congruent with the National Association of Schools of Theatre (NAST) which state that "creative activity must be regarded as being equivalent to scholarly efforts and publication when the institution has goals and objectives for the preparation of theatre professionals in practice-oriented specializations."
20. Reassigned time in the department will be evaluated according to reassigned time guidelines.
21. Reassigned time that is not part of one's contracted responsibilities is assigned at the discretion of the Theatre Department Chair.
22. The word "significant" in the document implies – "sufficiently great or important to be worthy of attention; noteworthy" as defined in the Oxford English Dictionary.

23. Theatre Internships and BFA Practicum courses will be evaluated according to the Applied Learning Center guidelines.
24. Theatre Practicum courses will be evaluated according to the Theatre Department rubric.
25. Faculty members may be acknowledged for work that Exceeds Standards in the areas of Teaching, Scholarly Activities, and Service.

* In this document the terms probationary and tenure-track are used interchangeably.

DEPARTMENT OF THEATRE PROBATIONARY FACULTY GUIDELINES

I. POLICIES AND PROCEDURES

The Department of Theatre probationary faculty members will have annual performance reviews with the Chair before May 1st each academic year during the tenure-track process in the categories of teaching, scholarly activity, and service.

1. RESPONSIBILITIES

Responsibilities include 1) meeting assigned classes, 2) teaching 24 hours of classes during the academic year (unless the faculty member has reassigned time from teaching), 3) maintaining scheduled office hours (including a minimum of five scheduled office hours and additional hours by appointment), and 4) attending departmental and other required meetings as scheduled.

2. STUDENT RATINGS OF INSTRUCTION

Student ratings will be required in all classes (with the exception of special cases noted in number 3). Faculty will be allowed to review and comment on student evaluations before they are submitted to the chair (and/or a departmental evaluation committee). The chair retains the right to see all faculty evaluation forms and data in order to render a fair judgment.

3. SPECIAL CASES

For cases involving student ratings during teaching abroad, sabbatical leave, leave without pay, on-line courses (within the structure of its unique ratings process), internships, and/or reassigned time activities that occur outside a regular course format, please refer to METRO STATE Handbook for Professional Personnel, Section V.

4. SUMMATIVE PEER OBSERVATIONS

A single summative peer observation obtained through the Center for Faculty Development is required for evaluation for tenure. It is the recommendation of the department that the tenure candidate schedule one or more of these summative peer evaluations during the fall semester of the 5th year; this allows for the faculty member to make any suggested changes or adjustments and request another evaluation in the following spring or fall semester, should that be desired.

A second summative peer evaluation is required by the Theatre Department as part of the 3rd year portfolio. This summative peer evaluation should be scheduled during the fall or spring semester of the 2nd year.

5. DEPARTMENTAL PEER OBSERVATIONS

Faculty members must arrange for a tenure or tenure-track faculty member to provide a departmental peer review once per semester throughout the probationary period:

- One observation during each semester of all six years excluding semesters in which summative peer evaluations take place.

The approved departmental form and process for peer observations is found in the appendix to these Guidelines. All peer observation reports should be included in the portfolio created in Digital Measures as one of the nine additional included items.

II. **DEPARTMENT PROBATIONARY FACULTY ANNUAL PERFORMANCE REVIEW DOCUMENTATION**

Documentation to be used for probationary faculty review as required by the Theatre Department:

1. Chair's annual evaluation of reassigned time originating in the theatre department, if applicable (reassigned time may be evaluated each semester depending upon requirements of SCOLAS);
2. Summative Peer Reviews, as described in assumption number 13 above;
3. Departmental Peer Reviews as described in assumption numbers 14 and 15 above;
4. Student ratings of instruction;
5. Advising (Theatre Department advising survey and substantial advising log);
6. Production adjudications/responses, if applicable;
7. Other materials that document and demonstrate excellence in teaching, scholarly activity, and/or service.

III. RATING

The rating of the quality and quantity of the individual faculty member's contribution in each criterion will be determined by the Chair and additional levels of review as indicated in the METRO STATE Handbook for Professional Personnel.

Faculty members who perform special activities/service may elect, in mutual agreement with the Chair, to have a single activity/service satisfy more than one performance requirements in any or all of the three categories of teaching, scholarly activity, and service providing minimum contractual responsibilities have been met.

Faculty must provide documentation that each criterion has been met; the documentation will be provided during the Faculty Performance Review and with required tenure-track portfolio submissions.

The emphasis in the review process should be on the quality – in addition to the quantity - of the work completed throughout the period covered by the review.

The following rating scale will be applied to each criterion in reviewing faculty performance each year:

(M) Meets Standards

This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard but does not meet or exceed the highest expectations of the University. Sustained performance at this level or above is necessary to support an application for tenure. However, ratings alone do not guarantee a favorable decision under the tenure policies.

(I) Needs Improvement

Does not meet standards. While this rating represents a level of performance that may meet a basic, minimal competency standard, it is insufficient to support an application for retention and eventual tenure.

Performance at this level may render the faculty subject to a performance improvement plan or dismissal in accordance with applicable University procedures.

Note: Nothing in this review process shall be construed to prohibit honors and awards otherwise permitted by law, for individuals who exceed the University's highest expectations, or who otherwise distinguish themselves through exceptional achievement.

IV. OVERALL EVALUATION STANDARDS

The tenure candidate should write a narrative that clearly explains his/her role as a faculty member. Although listed as three separate areas of evaluation, note that teaching, scholarly activities and service often interact and integrate within a faculty member's responsibilities. When possible, this interplay should be discussed in the portfolio narrative together with how the faculty member has grown through his/her probationary period.

TEACHING

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

GUIDELINE TO ACHIEVE TENURE

In his/her narrative, the tenure candidate must explain his/her approach to teaching from among the following aspects of teaching:

- 1. How he/she integrates scholarly activities and knowledge into teaching;*
- 2. Designs his/her courses;*
- 3. Delivers material to facilitate student learning;*
- 4. Uses assessment results to improve their courses.*

The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate. The tenure candidate should reflect on his/her growth in teaching through the probationary period.

The faculty member has SRIs using the approved form for all academic year classes with 5 or more students or when less than 5 students. (See assumptions numbers 23 and 24 above).

A single summative peer observation is also required for evaluation for tenure. Summative peer observations will be performed by a University trained observer. (See assumptions number 13 above).

A second summative peer evaluation is required by the Theatre Department as part of the 3rd year portfolio. This summative peer evaluation should be scheduled during the fall or spring semester of the 2nd year. (See assumptions number 13 above).

Faculty members will have a series of observations completed by fellow tenured and/or tenure track faculty within the theatre department throughout the probationary period. One observation is required during each semester of all six years excluding semesters in which summative peer evaluations take place. (See assumptions numbers 14 and 15 above).

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.

Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the tenure candidate uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the tenure candidate designed their course in accordance with the official course syllabus meeting, departmental and University expectations including the writing and student learning outcome expectations. Assessment of general studies courses comply with departmental and University requirements. SRIs are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's are consistently near or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observations and departmental peer observations address strong pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.

Selected examples include but are not limited to the following:

1. Presenting to each class a complete syllabus, outline/study guide identifying individual assignments and course details, integrating oral and written assignments, including student learning outcome explanations;
2. Providing supplementary materials and opportunities to interact with outside professionals that enhance student learning;
3. Employing technology and discipline specific experiences that support research and mastery of course content;
4. Conducting outside of class workshops which address in-depth learning opportunities related to course curriculum;
5. Substantial grading and/or critiquing of oral/written creative projects, rough drafts, homework, exams, clinical/lab assignments, quizzes, presentations, and performances with student's progress noted on all assignments and returned to student in a timely manner;

6. Conducts extensive review/coaching sessions with students outside of class;
7. Employs Mastery Learning by allowing students to turn in papers/projects or present performances at least one-week before a due date in order to give the student written and oral feedback that may enhance the learning experience. Students must still meet the required due dates;
8. Developing or substantially modifying a course in the department in collaboration with the departmental curriculum committee and the University curriculum process;
9. Developing or modifying an interdisciplinary course in collaboration with the departmental curriculum committee and the University curriculum process;
10. Active supervision of student interns;
11. Contributing significantly to program review and/or assessment processes;
12. Mastery teaching is reflected by student ratings, required classroom observations, peer evaluations, and written student and peer comments;
13. Provides extensive advising to students in obtaining employment or graduate school placement through providing **multiple** examples from the following list, which may include, but is not limited to: Writes letters of recommendation; provides data concerning activities and/or professional contacts that will assist students in their future professional endeavors; documents internship experiences; provides information concerning graduate school acceptance rates and/or employment opportunities;
14. Provides students with extensive information concerning **multiple** examples from the following list, which may include, but is not limited to: Relays information about educational/training requirements in discipline; shares information about current issues and employment/graduate school trends in his/her discipline; provides students information about departmental, school and/or University programs and opportunities as appropriate; advises an equitable (or higher) percentage of students in his/her emphasis area; obtains very good to excellent ratings from students regarding advising satisfaction; and engages in extensive advising;
15. Provides students with exposure to discipline related activities including **multiple** examples from the following list, which may include, but is not limited to: Sponsoring student clubs/conferences, providing students with opportunities to engage in creative projects, productions, workshops, internships and research projects;
16. Or additional activities outlined in writing in mutual agreement with the Chair.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.

Minimum requirements and/or Standards for Content Expertise have not been met. No demonstration that courses are regularly updated with new information, as consistent with the discipline. Little attention is given to instructional design and delivery to facilitate student learning nor is there use of assessment to improve the course. If teaching general studies courses, faculty member has not designed the course consistent with the department's and University's expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRIs or the pattern of SRIs remains substantially below the prefix average. Faculty lacks summative peer observations and departmental peer observations or the observations do not demonstrate sound pedagogy to support student learning. Faculty member does not maintain regular office hours and makes multiple mistakes when advising students.

1. Failure to meet minimal requirements.

SCHOLARLY ACTIVITIES

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. In addition to traditional creative and scholarly activities such as conference presentations and contributions of peer reviewed scholarship and creative activities, this criterion may include activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member's discipline or area of instruction, and continued education and professional development activities appropriate to professional assignments.

GUIDELINE TO ACHIEVE TENURE

Tenure candidates must demonstrate in their narratives and annotated resumes that they have made one or more major contributions to their discipline that have been performed, peer reviewed, or accepted by a jury of peers. Tenure candidates must demonstrate currency and depth of work in their field and evidence of trainings and/or certifications that are of direct benefit to the Theatre Department.

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.

During their probationary period the tenure candidate has had a disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent. The candidate has had their creative works accepted into a regional, national or international performance or juried exhibition. The candidate demonstrates a clear record of scholarly research and fully realized/documented process on all Theatre Department production work. Additionally, they have had multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings. Other possible activities would include

writing grants to outside agencies, upgrading their education, certification or licenses relative to their work assignments.

Selected examples include but are not limited to the following:

1. Publishing texts, articles, presenting a colloquia; conducting seminars, exhibitions, performances;
2. Learning new material and techniques for, and, in addition, designing an on-line course, workshop, or new course;
3. Implementing and participating in funded grants;
4. Making scholarly presentations, providing professional advice on matters of personal and professional growth, scholarly advancement, and improvement of instruction through Metro State;
5. Reviewing or editing textbooks in the field, to include written narratives; conducting workshops;
6. Chairing graduate defense committees; initial developing and delivering of a workshop for consulting University Partnership Programs (subsequent delivery of the same workshop to the same audience will be used as an example of service); serving on accreditation teams;
7. Producing/directing/designing a play or media presentation, participating in panel presentations, creative projects, other indications of scholarly activity;
8. Providing data/material/quotes as an expert in your field for publication or presentation, providing professional advice on matters of personal and professional growth, scholarly advancement, and improvement of instruction through Metro State, serving as an editor; serving as a division chair for a professional conference;
9. Serving as an elected official in a professional academic organization;
10. Publication of a book;
11. Applying for and administering grants;
12. Peer reviewed or juried creative work;
13. Completing training and certifications in specialty areas that are of direct benefit to the theatre program;
14. Or additional activities outlined in writing in mutual agreement with the Chair.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.

Minimum requirements and/or standards have not been met. During the probationary period, the faculty member does not produce work that is accepted through peer reviewed or juried review at a regional, national, or international level. The candidate does not demonstrate a clear record of scholarly research and fully realized/documented process on all Theatre Department production work.

1. Failure to meet minimal requirements.

SERVICE

Faculty are engaged in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or University level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

GUIDELINE TO ACHIEVE TENURE

Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the University, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the University.

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member.

The tenure candidate must demonstrate that they have taken an ongoing leadership or significant role in the department, school or University or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the University. These contributions must demonstrate a documented contribution to the institution. These contributions often, but not exclusively, take the form of significant committee work.

Selected examples include but are not limited to the following:

1. Serving as a department emphasis coordinator without compensation (if compensation is granted, i.e., reassigned time, the evaluation for that portion will be through a teaching criterion);
2. Serving as a chair of a committee with a significant role;

3. Attending regular and special department meetings;
4. Organizing and coordinating course collaborations;
5. Serving as organizer/implementer/chair of a special project;
6. Serving on several committees, projects;
7. Serving as a University-wide expert in your field, representing Metro State;
8. Participating in special services that require a major level of activity;
9. Being an officer in a professional organization;
10. Organizing a conference;
11. Participating in committees for the University and other schools and departments on the campus that require a major level of activity;
12. Representing Metropolitan State University of Denver in a community project;
13. Presenting workshops, giving presentations, serving as a consultant to a community organization or professional organization, without compensation;
14. Participating in performance activities for high school students, judging speech, theatre, or media competitions/juries;
15. Attending business meetings of regional or national organizations in which faculty member does not hold an elected office;
16. Or additional activities outlined in writing in mutual agreement with the Chair.

Needs Improvement: This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.

1. Failure to meet minimal requirements.

Minimum requirements and/or Standards for Service have not been met. Has not made ongoing significant contributions.

APPENDIX: Peer Observation and Evaluation

In the Theatre Department at Metro State, peer observation and evaluation are important parts of teaching. Annual peer observation and evaluation of teaching will enable

accountability and continued professional growth. It will also provide feedback to individual faculty members on their performance in the unique teaching situations (e.g. lecture, performance, production laboratory, computer lab, etc.) which are part of the Theatre Department.

Tenure-track faculty members will arrange for tenured and/or tenure-track faculty to provide departmental peer evaluations throughout the probationary period:

- One observation during each semester of all six years excluding semesters in which summative peer evaluations take place.

Promotion and post tenure review faculty members will arrange for the departmental Chair to provide at least one peer evaluation.

Peer observations and evaluations should be arranged between the observer and the instructor to take place between week three (3) and week thirteen (13) of the semester. The observation and evaluation should include three parts: a short pre-observation conference, the observation of an entire class period, and a post-observation conference. During the pre-observation conference, the instructor should include information about the type of class (lab, lecture, seminar, etc.), an outline of the content to be covered that day in class, the approach to teaching the content, the nature of the students and the atmosphere of the class, and specific aspects of teaching on which the observer should focus. The post-observation conference, which should take place within one week of the observation, should include dialogue about the class, including the achievement of the goals for the particular class, the strengths and challenges observed, and any suggestions for the instructor. A form for the pre-observation and post-observation process has been included in this Appendix.

Following the post-observation conference, a brief report (page two of the included form) should be provided to the Chair summarizing the observation and evaluation and indicating that the observation took place. All observation reports should be one of the nine (9) items included in the tenure portfolio for those faculty members seeking tenure or promotion. Peer observations prior to the 2011-2012 school year should be included in the digital portfolios.

Metropolitan State University of Denver
Department of Theatre
Peer Observation and Evaluation

Faculty Member: _____ Course & Section: _____

Date: _____ Place: _____ Observer: _____

Pre-Observation Conference

The instructor should provide the following information for the observer in a face-to-face pre-observation conference. Also, provide the observer with a copy of the syllabus for the course and with any materials that are handed out during the class.

1. Characterize the type of class being observed (lecture, seminar, lab, other).
2. What are you specifically planning for the day the observer attends your class? Can you define your approach for that class? What will be your general organization?
3. How does the specific class fit into your overall aims for the course? Place the class into the overall picture of the course.
4. Characterize the nature of the students and the atmosphere in the class.
5. Are there specific aspects of your teaching that you would like the observer to focus on? (For example, getting discussion started, rate of speaking, explaining concepts, etc.)

Metropolitan State University of Denver
Department of Theatre
Peer Observation and Evaluation

Faculty Member: _____ Course & Section: _____

Date: _____ Place: _____ Observer: _____

Post-Observation Conference

To be completed by the observer. The observer should engage in a post-observation dialog about the class. The following series of questions can be used to guide the conversation and the written summary of the evaluation. Use the space below for a written summary of the observation to be turned in to the chair.

1. Do you believe that the instructor achieved his/her goals for the class?
2. What particular strengths did you observe?

3. What particular challenges did you observe?
4. What suggestions do you have for the instructor?
5. What overall impressions do you think students had from this lesson in terms of content or style?

Comments to summarize the observation:

For the Department's Records:

I observed the above specified class. The instructor being observed and I engaged in an exchange of ideas before and after the class.

Observer Signature: _____

Date: _____

Instructor Signature: _____

Date: _____