

The Attached Departmental Guidelines for the
Department of

Theatre

at

The Metropolitan State University of Denver
are submitted for Approval for the Period

July 1, 2017 through June 30, 2018

Approvals:

Department Chair  Date May 14, 2017
Marilyn A. Hetzel

Dean  Date 5/19/17

VPAA  Date 5-24-17

Department of THEATRE Guidelines July 1, 2016 – June 30, 2017

Submitted by: Dr. Marilyn A. Hetzel, Chair
December 1, 2016

THEATRE DEPARTMENT MISSION STATEMENT

The MSU Denver 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 students by offering a BA in Theatre, a BFA Concentration in Music Theatre, a BFA Concentration in Applied Theatre Technology and Design, and a Theatre Minor. 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 MSU Denver 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 MSU Denver 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 Degrees Summary:

- BA Theatre
- BFA Concentration in Music Theatre
- BFA Concentration in Applied Theatre Technology and Design
- Theatre Minor

THEATRE DEPARTMENT GUIDELINES

TENURE-TRACK FACULTY EVALUATION

NOTE: The departmental guidelines herein are based on the October 1, 2015, *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. A candidate for tenure should demonstrate contributions at a high level of quality, breadth, and depth, in addition to the quantity of the work completed throughout the period covered by the review.
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 Procedural 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 departmental 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 observations should be used to improve one's teaching. Probationary faculty members must arrange for at least one summative peer observation as per the handbook. In addition, the Theatre Department will require one additional summative peer observation 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 observations noted in number 13 above, faculty must arrange for tenure or tenure-track faculty member to provide a departmental peer observation for at least one class per semester every year until the completion of the tenure process. Semesters in which a summative peer observation takes place will not require an additional departmental peer observation, nor will departmental peer observations replace summative peer observations required for retention and tenure (see additional information under 'Policies and Procedures' on the following page and in the Appendix on page 16).
15. The department Chair reserves the right to visit classes and reassigned time activities without prior notification.
16. It is a probationary faculty member's responsibility to address any concerns or questions with the Chair.
17. 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.
18. 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) Guidelines 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."

19. Reassigned time in the department will be evaluated according to reassigned time guidelines.
20. Reassigned time that is not part of one's contracted responsibilities is assigned at the discretion of the Theatre Department Chair.
21. The word "significant" in this document implies – "sufficiently great or important to be worthy of attention; noteworthy" as defined in the Oxford English Dictionary.
22. Theatre Internships will be evaluated according to the Applied Learning Center

guidelines.

23. BFA Project courses will be evaluated according to the Theatre Department practicum rubric.
24. Theatre Practicum courses will be evaluated according to the Theatre Department rubric.
25. Faculty members may be acknowledged for work that exceeds standards beyond a *Meets Standards* assessment in the areas of teaching, scholarly activities, and service.
26. Recognized national professional accomplishments may include working with a National artist in a local or regional setting.
27. Faculty must adhere to department syllabi policies, including keeping a current syllabus for each class taught on file with the Office Manager. In addition, syllabus content must be consistent with the official master syllabus for each particular course and should provide required university, college, and department policies.
28. Faculty members should require students to verify in writing that they have read and understand syllabus content for each course taught; this verification should be completed within the first two weeks of any given semester.

* 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.

A. 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.

B. 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 MSU DENVER 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 observations during the fall semester of the 5th year; this allows for the faculty member to make any suggested changes or adjustments and request another observation in the following spring or fall semester, should that be desired.

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

If one applies for tenure earlier than the 6th year, one must still provide two summative peer reviews.

5. DEPARTMENTAL PEER OBSERVATIONS

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

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 required additional included items.

Additional portfolio review consideration:

Scheduled and verified teaching, service, and scholarly activities for the semester following a portfolio submission should be considered as part of the tenure application and review process.

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 the College of Letters, Arts and Sciences);
2. Summative Peer Observations, as described in assumption number 13 on page 4;
3. Departmental Peer Observations as described in assumption numbers 14 and 15 on page 4;
4. Student ratings of instruction;
5. Advising (Theatre Department advising survey and substantial advising log);
6. Production adjudications/responses, certificates of merit;
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 MSU DENVER 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, breadth, and depth – 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 performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth 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 guidelines, 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 his/her courses.*

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

The faculty member has SRIs using the approved form for all academic year classes with 5 or more students.

A single summative peer observation is also required for evaluation for tenure. Summative peer observations will be performed by a University trained observer. (See assumption number 13 on page 4.)

A second summative peer observation is required by the Theatre Department as part of the 3rd year portfolio. This summative peer observation should be scheduled during the fall or spring semester of the 2nd year. (See assumption number 13 on page 4.)

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 during the probationary period in which summative peer observations take place. (See assumptions numbers 14 and 15 on page 4.)

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth 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.

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 designs his/her 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 and in those classes that have five or more student ratings. Tenure candidate's average CRN Mean scores are within a minimum of .5 of the average Prefix Mean scores. If not within the .5 range, 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 internships, both on - and off - campus, and student

practicum activities;

11. Contributing significantly to program review and/or assessment processes;
12. Mastery teaching is reflected by student ratings, required classroom observations, peer observation, 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, college 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. Learning new material and techniques for, and, in addition, designing an on-line course, workshop, or new course;
17. 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 departmental and university expectations or has not done the assessment required by the general studies program.

Classes are not evaluated using SRIs or the pattern of SRIs for the faculty member's lowest Section Mean remains .5 or greater than the Section Prefix Mean. 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 and as deemed appropriate by the department Chair.

GUIDELINE TO ACHIEVE TENURE

Tenure candidate must demonstrate in his/her narrative and annotated resume that he/she has made one or more major contributions to his/her discipline that have been performed for a public audience, peer reviewed, or accepted by a jury of peers. Tenure candidate must demonstrate currency and depth of work in his/her 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. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth 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.

During his/her probationary period the tenure candidate has had a disciplinary or pedagogical or creative work accepted in an invited or a peer-reviewed publication or the disciplinary equivalent. The candidate should have his/her disciplinary or pedagogical or creative work accepted into a regional and national or international presentation, performance, or juried exhibition. The candidate demonstrates a clear record of scholarly research and fully realized/documented process on all Theatre Department production work. Other possible activities would include writing grants to outside agencies, upgrading one's education, certification or licenses relative to work assignments.

Selected examples include but are not limited to the following:

1. Publishing texts, articles, presenting at a colloquium; conducting seminars, exhibitions, performances;
2. Implementing and participating in competitive, externally funded grants;
3. Making scholarly presentations, providing professional advice on matters of personal and professional growth, scholarly advancement, and improvement of instruction through MSU Denver;
4. Reviewing or editing textbooks in the field, to include written narratives; conducting workshops;
5. 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;
6. Producing/directing/designing/technical directing a play or media presentation, music directing, vocal coaching, choreographing; participating in panel presentations, creative projects, other indications of scholarly activity as noted on page 4 of this document and repeated here:

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;"

7. 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 MSU Denver, serving as an editor; serving as a division chair for a professional conference;
8. Publication of a book; a contract or letter of intention for a publication from the publisher that is about to be published also provides acceptable verification that the book will be published;
9. Applying for and administering competitive, external grants;
10. Peer reviewed or juried creative work; work that is presented before a public audience may be considered juried;
11. Completing training and certifications in specialty areas that are of direct benefit to the theatre program;

12. 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, college, 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. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth 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.

The tenure candidate must demonstrate that they have taken an ongoing leadership or significant role in the department, college, or university, or within his/her disciplinary organization, or made 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 significant responsibilities;
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 MSU Denver;
8. Participating in special services that require a major level of activity;
9. Serving as an elected official in a professional academic organization;
10. Organizing a conference;
11. Participating in committees for the university and other schools, colleges, and departments on the campus that require a major level of activity;
12. Representing MSU 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. 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 MSU Denver, 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:

- Tenure-track faculty will arrange for a departmental peer observation once per semester throughout the probationary period excluding semesters in which summative peer evaluations take place.
- Promotion candidate will arrange for at least one summative peer evaluation and one additional peer observation from the Chair.
- Post tenure review faculty members will arrange for the Chair to provide at least one peer observation. (If Promotion or PTR candidate is a Chair, he/she can request an observation from the Associate Dean or Dean.)
- Affiliate faculty will receive one peer observation every third year of employment from a full-time faculty member.
- New affiliate faculty members should receive a minimum of one peer observation during their first semester or year of teaching.

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 uploaded under the required department review items included in the tenure portfolio for those faculty members seeking tenure or promotion. Peer observations prior to the 2011-2012 schoolyear should be included in the digital portfolio.

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 observation. 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: _____

THEATRE DEPARTMENT GUIDELINES

PROMOTION AND PTR* FACULTY EVALUATION

NOTE: The departmental guidelines herein are based on the revised October 1, 2015, *Handbook for Professional Personnel*.

Assumptions:

1. Teaching remains the primary responsibility of a tenured 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. A candidate for Promotion or PTR should demonstrate contributions at a high level of quality, breadth, and depth, in addition to the quantity of the work completed throughout the period covered by the review.
4. This document is designed to serve as a guideline for promotion and post tenure review (PTR); 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 promotion or post tenure review, 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 promotion or post tenure review 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 Procedural 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 observations should be used to improve one's teaching:
 - Promotion candidate will arrange for at least one summative peer observation and one additional peer observation from the Chair (using the departmental peer observation form).
 - Post tenure review faculty members will arrange for the departmental Chair to provide at least one peer observation (using the departmental peer observation form).
14. If the Promotion or PTR candidate is a Chair, he/she can request an observation from the Associate Dean or Dean.
15. The department Chair reserves the right to visit classes and reassigned time activities without prior notification.
16. It is a faculty member's responsibility to address any concerns or questions with the Chair.
17. Promotion and post tenure review faculty are expected to show sustained contributions in the areas of teaching, scholarly activity, and service through the years leading to promotion and post tenure review.
18. 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."
19. Reassigned time in the department will be evaluated according to reassigned time guidelines.
20. Reassigned time that is not part of one's contracted responsibilities is assigned at the discretion of the Theatre Department Chair.
21. The word "significant" in the document implies – "sufficiently great or important to be worthy of attention; noteworthy" as defined in the Oxford English Dictionary.
22. Theatre Internships will be evaluated according to the Applied Learning Center guidelines.

23. BFA Project courses will be evaluated according to the Theatre Department practicum rubric.
24. Theatre Practicum courses will be evaluated according to the Theatre Department rubric.
25. Faculty members may be acknowledged for work that exceeds standards beyond a *Meets Standards* assessment in the areas of teaching, scholarly activities, and service.
26. Recognized national professional accomplishments may include working with a National artist in a local or regional setting.
27. Faculty must adhere to department syllabi policies, including keeping a current syllabus for each class taught on file with the Office Manager. In addition, syllabus content must be consistent with the official master syllabus for each particular course and should provide required university, college, and department policies.
28. Faculty members should require students to verify in writing that they have read and understand syllabus content for each course taught; this should verification should be completed within the first two weeks of any given semester.

*PTR refers to post tenure review.

DEPARTMENT OF THEATRE PROMOTION AND PTR FACULTY GUIDELINES

III. POLICIES AND PROCEDURES

The Department of Theatre promotion and post tenure review faculty members demonstrate fulfillment of required activities 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 below). 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 the MSU DENVER Handbook for Professional Personnel, Section V.

4. A single summative peer observation obtained through the Center for faculty Development is required for evaluation for promotion.

5. DEPARTMENTAL PEER OBSERVATIONS

Faculty members must arrange for the departmental Chair observation once in the years leading to promotion or post tenure review. A Chair may request an Associate Dean or Dean to provide an observation if the Chair is applying for promotion or post tenure review.

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

Additional portfolio review consideration:

Scheduled and verified teaching, service, and scholarly activities for the semester following a portfolio submission should be considered as part of the promotion or post tenure review application and review process.

IV. DEPARTMENT PROMOTION AND PTR ANNUAL PERFORMANCE REVIEW DOCUMENTATION

Documentation to be used for promotion and post tenure 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 the College of Letters, Arts and Sciences);
2. Peer Observation, conducted by Chair (or Dean); (Revised 9-19-14)
3. Student ratings of instruction;
4. Advising (Theatre Department advising survey and substantial advising log should be available upon request); (Revised 2-5-13)
5. Production adjudications/responses, certificates of merit;

6. Other materials that document and demonstrate excellence in teaching, scholarly activity, and/or service, if appropriate;(Revised 1-24-13)
7. For Promotion Only: one summative peer observation. (Revised 9-19-14)

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 MSU DENVER 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 with required promotion or post tenure review portfolio submissions.

The emphasis in the review process should be on the quality, breadth, and depth – 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 performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth at this level or above is necessary to support an application for promotion or post tenure review. However, ratings alone do not guarantee a favorable decision under the promotion or post tenure review 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 promotion or post tenure review.

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 guidelines, for individuals who exceed the University's highest expectations, or who otherwise distinguish themselves through exceptional achievement.

IV. OVERALL EVALUATION STANDARDS

The promotion or post tenure review 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 promotion or post tenure review 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 PROMOTION OR POST TENURE REVIEW

In his/her narrative, the promotion or post tenure review 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 his/her courses.*

The faculty member also discusses student advising, linking it with his/her courses, scholarly activities and professional service, as appropriate. The promotion or post tenure review faculty should reflect on his/her growth in teaching throughout the promotion or post tenure review period.

The faculty member has SRIs using the approved form for all academic year classes with 5 or more students.

Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth 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.

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 promotion or post tenure review faculty 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 promotion or post tenure review faculty designed his/her 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 the same level (lower or upper division) within the prefix and in those classes that have five or more student ratings. Promotion or PTR candidate's average CRN Mean scores are within a minimum of .5 of the average Prefix Mean scores. If not within the .5 range, 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 observation and departmental chair observation 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:

18. 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;
19. Providing supplementary materials and opportunities to interact with outside professionals that enhance student learning;
20. Employing technology and discipline specific experiences that support research and mastery of course content;
21. Conducting outside of class workshops which address in-depth learning opportunities related to course curriculum;
22. 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;
23. Conducts extensive review/coaching sessions with students outside of class;

24. 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;
25. Developing or substantially modifying a course in the department in collaboration with the departmental curriculum committee and the University curriculum process;
26. Developing or modifying an interdisciplinary course in collaboration with the departmental curriculum committee and the University curriculum process;
27. Active supervision of student internships, both on – and off – campus, and student practicum activities;
28. Contributing significantly to program review and/or assessment processes;
29. Mastery teaching is reflected by student ratings, required classroom observations, peer observations, and written student and peer comments;
30. 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;
31. 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, college 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;
32. 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;
33. Learning new material and techniques for, and, in addition, designing an on-line course, workshop, or new course;

34. 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 departmental and university expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRIs or the pattern of SRIs for the faculty member’s lowest CRN Mean scores remains .5 or greater than the average Prefix Mean. (Revised 9-19-14) Faculty lacks summative peer observation (promotion only) 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.

2. 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 and as deemed appropriate by the department Chair.

GUIDELINE TO ACHIEVE PROMOTION OR POST TENURE REVIEW

Promotion or post tenure review faculty must demonstrate in their narratives and annotated resumes that they have made one or more major contributions to their discipline that have been performed for a public audience, peer reviewed, or accepted by a jury of peers. Promotion or post tenure review faculty 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. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic

competency standard of the University. Sustained performance and growth 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.

During his/her promotion or post tenure review period the faculty has had a disciplinary or pedagogical or creative work accepted in an invited or a peer-reviewed publication or the disciplinary equivalent. The candidate should have his/her disciplinary or pedagogical or creative works accepted into a regional and national or international presentation, performance, or juried exhibition. The faculty demonstrates a clear record of scholarly research and fully realized/documented process on all Theatre Department production work. Additionally, he/she has had multiple presentations of his/her scholarly or creative works accepted after review for presentation at professional meetings. Other possible activities would include writing grants to outside agencies, upgrading one's education, certification or licenses relative to their work assignments.

Selected examples include but are not limited to the following:

13. Publishing texts, articles, presenting at a colloquium; conducting seminars, exhibitions, performances;
14. Learning new material and techniques for, and, in addition, designing an on-line course, workshop, or new course;
15. Implementing and participating in funded grants;
16. Making scholarly presentations, providing professional advice on matters of personal and professional growth, scholarly advancement, and improvement of instruction through MSU Denver;
17. Reviewing or editing textbooks in the field, to include written narratives; conducting workshops;
18. 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;
19. Producing/directing/designing/technical directing a play or media presentation, music directing, vocal coaching, choreographing; participating in panel presentations, creative projects, other indications of scholarly activity as noted on page 4 of this document and repeated here:

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. 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 MSU Denver, serving as an editor; serving as a division chair for a professional conference;
21. Serving as an elected official in a professional academic organization;
22. Publication of a book; a contract or letter of intention for a publication from the publisher that is about to be published also provides acceptable verification that the book will be published;
23. Applying for and administering and competitive, external grants;
24. Peer reviewed or juried creative work; work that is presented before a public audience may be considered juried;
25. Completing training and certifications in specialty areas that are of direct benefit to the theatre program;
26. 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 evaluation 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 faculty does not demonstrate a clear record of scholarly research and fully realized/documented process on all Theatre Department production work.

2. 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, college, 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 PROMOTION OR POST TENURE REVIEW

Promotion or post tenure review faculty must demonstrate in his/her narrative that he/she has participated in shared governance at the University, and used his/her 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. In the Department of Theatre, this rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard of the University. Sustained performance and growth 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.

The promotion or post tenure review faculty must demonstrate that he/she has taken an ongoing leadership or significant role in the department, college, or university or within his/her disciplinary organization or made 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:

17. 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);
18. Serving as a chair of a committee with significant responsibilities;
19. Attending regular and special department meetings;
20. Organizing and coordinating course collaborations;
21. Serving as organizer/implementer/chair of a special project;
22. Serving on several committees, projects;
23. Serving as a University-wide expert in your field, representing MSU Denver;
24. Participating in special services that require a major level of activity;
25. Serving as an elected official in a professional academic organization;
26. Organizing a conference;

27. Participating in committees for the University and other schools, colleges, and departments on the campus that require a major level of activity;
28. Representing MSU Denver in a community project;
29. Presenting workshops, giving presentations, serving as a consultant to a community organization or professional organization, without compensation;
30. Participating in performance activities for high school students, judging speech, theatre, or media competitions/juries;
31. Attending business meetings of regional or national organizations in which faculty member does not hold an elected office;
32. 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 MSU Denver, 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:

- Tenure-track faculty will arrange for a departmental peer observation once per semester throughout the probationary period excluding semesters in which summative peer evaluations take place.
- Promotion candidate will arrange for at least one summative peer evaluation and one additional peer observations from the Chair.
- Post tenure review faculty members will arrange for the Chair to provide at least one peer evaluation. (If Promotion or PTR candidate is a Chair, he/she can request an observation from the Associate Dean or Dean.)
- Affiliate faculty will receive one peer observation every third year of employment from a full-time faculty member.
- New affiliate faculty members should receive a minimum of one peer observation during their first semester or year of teaching.

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 uploaded under the required department review items included in the tenure portfolio for those

faculty members seeking tenure or promotion. Peer observations prior to the 2011-2012 schoolyear should be included in the digital portfolios. Promotion candidates should follow summative peer observation guidelines.

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 observation. Use the space below for a written summary of the observation to be turned in to the chair.

6. Do you believe that the instructor achieved his/her goals for the class?
7. What particular strengths did you observe?
8. What particular challenges did you observe?
9. What suggestions do you have for the instructor?
10. 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: _____

Department of Theatre

Emeritus Status Criteria

July 1, 2016 – June 30, 2017

According to MSU Denver's Handbook for Professional Personnel, dated October 2015, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg.36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

In addition to these basic requirements of the University, Emeritus Status in the Theatre Department requires the following:

- Have earned tenure.
- Have a teaching history reflecting Theatre Department standards as outlined in the Department Guidelines, including participating in advising and assessment.
- Have a record of service at all three levels of the university (Department, College, and University), as well as service to the community and the profession.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. (If the Department Chair is nominated for Emeritus Status, the College of Letters, Arts and Sciences Dean will substantiate that the nominee has satisfied the requirements above.) The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Letters, Arts and Sciences, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*.