MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

Department of Theatre and Dance

2026-2027 Faculty Evaluation Guidelines

Effective

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Department Chair: Jacob Welch Date: 1/30/2026

Dean: Date: 2/27/2026

Provost: Date:

MSU DENVER COLLEGE OF LETTERS, ARTS AND SCIENCES

DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the Faculty Employment Handbook. As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

Teaching & Pedagogy

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course,

degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;
- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices (High-Impact Practices as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

Research, Scholarship, & Creative Work

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their

fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;
- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RCSW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution’s foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes

time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment**. Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope**. The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.
- **Outcome & Impact**. Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role**. Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force**. Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic)**. CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of "Invisible Service." Due to a need for service across the institution, a faculty member's entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with

a faculty member's overall/future career trajectory and passions. If we are to understand and value our colleagues' work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

DEPARTMENT OF THEATRE AND DANCE MISSION STATEMENT

Theatre is Equipment for Living. The Department of Theatre and Dance provides educational opportunities for a diverse urban population by offering a full range of introductory, advanced, and collaborative student/learner-centered pedagogy. The Department of Theatre and Dance continues to develop and to offer opportunities for students by offering a BA in Theatre, a BA in Dance, a BFA Concentration in Music Theatre, a BFA Concentration in Applied Theatre Technology and Design, a Theatre Minor, and a Dance 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 Department of Theatre and Dance 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 Department of Theatre and Dance 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, non-profit organizations, and the National Association of Schools of Theatre accrediting agency.

Theatre and Dance Degrees Summary:

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

DEPARTMENT OF THEATRE AND DANCE DEPARTMENT GUIDELINES

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations.

General Standards of Performance for Faculty College of Letters, Arts and Sciences

University policies are in the Faculty Employment Handbook, the Classified Employee Handbook, the University Catalog, and the University Policy Library. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and their Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

I. Timely performance of responsibilities as specified in the faculty member's contract, the Faculty Employment Handbook, and in accordance with the academic and procedural calendars including submission of grades by the deadline established by the Registrar.

2. Adherence to accepted standards of professional conduct as established by the Faculty Employment Handbook and AAUP.

3. Faculty shall be responsible for the conduct of assigned classes and submitting grades by the University deadline; shall provide the chair with timely notice if they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present either by a substitute or by class assignment.

4. During the first week of class faculty shall present to all students attending class a syllabus containing the course description, their grading criteria, CLAS syllabus policies and special notices required by law or institutional policy.

5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.

6. Full-time faculty shall establish, post, and keep weekly regularly scheduled office hours during the academic year. In recognition that faculty are available through different modalities and that student-faculty appointments occur outside of office hours, faculty are expected to have a minimum of 20 minutes of office hours per week per one (1) credit hour taught. Thus, faculty teaching 12 credit hours would be expected to have four (4) office hours per week.

7. Faculty shall keep syllabi and student records for all classes for one

calendar year after the end of the semester in which the course was taught.

8. Faculty shall respond to emails in a timely manner as established by their departmental policies.

TENURE-TRACK FACULTY EVALUATION

Department of Theatre and Dance 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 Faculty Evaluation Handbook;
2. Program Coordination, Directing, Designing, and other significant production activities based on the faculties discipline can be used as alternative teaching activities in place of a course in the faculty member's semester course assignments. These arrangements need to be made in advance with the approval of the Department Chair and CLAS Dean;
3. A candidate for tenure should demonstrate contributions at a high level of quality, breadth, and depth;
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;
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 Department of Theatre and Dance Calendar, the Dance Program Production Calendar, and the Theatre Program 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 Procedure documents;
11. Reassigned time originating in the department, as designated for the varying Department of Theatre and Dance 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. Faculty must arrange for a fulltime 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. Peer observations should be used to improve one's teaching;
14. It is a probationary faculty member's responsibility to address any concerns or questions with the Chair in a timely manner;
15. 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;
16. The Department of Theatre and Dance subscribes to the following national organizations' support of creative work as scholarly activity:
    a. *The Association for Theatre of Higher Education (ATHE) Guidelines for Tenure and Promotion are congruent with the National Association*

of Schools of Theatre (NAST). Guidelines 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";

b. *National Association Schools of Dance states that "Creative activity and achievement must be regarded as being equivalent to scholarship in matters of appointment and advancement when the institution has goals and objectives for the preparation of dance professionals in performance and choreography. Creative production and professional work in dance should be accepted as equivalent to scholarly publication or research as a criterion for appointment and* advancement."

17. Reassigned time that is not part of one's contracted responsibilities is assigned and approved at the discretion of the Department of Theatre and Dance Chair;

18. The word "significant" in this document implies "sufficiently great or important to be worthy of attention; noteworthy" as defined in the Oxford English Dictionary;

19. Recognized national professional accomplishments may include working with a national artist in a local or regional setting;

20. 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 learning objectives and course descriptions detailed in the official master syllabus for each particular course and should provide updated required university, college, and department policies either through full text or appropriate hyperlinks.

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

DEPARTMENT OF THEATRE AND DANCE PROBATIONARY FACULTY GUIDELINES

1. POLICIES AND PROCEDURES

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

I. RESPONSIBLITIES

- Meeting assigned classes;
- Teaching 24 hours of classes during the academic year (unless the faculty member has reassigned time from teaching);
- Maintaining scheduled office hours;
- Attending departmental and other required meetings as scheduled.

1. STUDENT RATINGS OF INSTRUCTION

Student ratings will be required in all classes. 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.

2. DEPARTMENTAL PEER OBSERVATIONS

- Faculty members must arrange for a full-time 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 Department of Theatre and Dance:

- Chair's annual evaluation of reassigned time originating in the Department of Theatre and Dance, if applicable (reassigned time may be evaluated each semester depending upon requirements of the College of Letters, Arts and Sciences);
- Departmental Peer Observations as described in Department of Theatre and Dance Assumptions;
- Student ratings of instruction comments;
- Representative advising log;

- Other materials that document and demonstrate excellence in teaching.

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 Faculty Employment Handbook.

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 over 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 and Dance, 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 expectations, or who otherwise distinguish themselves through exceptional achievement.

IV. OVERALL EVALUATION STANDARDS

The tenure candidate should write a narrative that clearly explains their 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 their 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.

The MSU Denver Faculty Employment Handbook identifies 6 teaching responsibilities of a faculty member:

- Content Expertise Conveyed with Effective Pedagogies and Praxis
- Inclusive Pedagogy
- Instructional Design
- Instructional Delivery and Learning Environment
- Assessment
- Advising in and Beyond the Classroom

GUIDELINE TO ACHIEVE TENURE

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

1. How the faculty member integrates scholarly activities and knowledge into teaching;
2. Designs their courses;
3. Delivers material to facilitate student learning;
4. Uses assessment results to improve their courses.
   - See Faculty Employment Handbook for appropriate narrative length.

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

The faculty member addresses the six teaching responsibilities of a faculty member: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom.

The faculty member has SRIs using the approved form for all academic year classes with 5 or more students. Faculty members will have a series of observations completed by fellow, full-time faculty within MSU Denver throughout the probationary period. One observation is required during each semester during the probationary period.

> **<u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre and Dance, 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,**

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.

Narrative and course artifacts address how the faculty member incorporated the six teaching responsibilities into their teaching as listed in the Faculty Employment Handbook: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom.

For any general studies courses taught, the tenure candidate designs 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. Appropriate students' comments gathered through the SRI process are addressed in the narrative. 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. Developing or substantially modifying a course in the department in collaboration with the departmental cuticulum committee and the University curriculum process;
8. Relays information about educational/training requirements in discipline.
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 on campus;
11. Contributing significantly to program review and/or assessment processes;
12. 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.

13. Provides students with extensive information concerning **multiple** examples from the following list:
    - Relays information about educational/training requirements in discipline;
    - shares information about current issues and employment/graduate school trends in their discipline;
    - provides students information about departmental, college and/or university programs and opportunities as appropriate;
    - advises an equitable (or higher) percentage of students in their emphasis area.
14. Provides students with exposure to discipline related activities including **multiple** examples from the following list which may include, but is not limited to:
    - Advising student clubs/conferences;
    - providing students with opportunities to engage in creative projects, productions, workshops, internships and research projects;
    - Learning new material and techniques for, and, in addition, designing an online course, workshop, or new course.
15. Learning new material and techniques for, and designing an online course, workshop, or new course;
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.

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. Narrative and course artifacts minimally address how the faculty member incorporated the six teaching responsibilities into their teaching as listed in the Faculty Employment Handbook: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom. 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. Faculty lacks departmental peer observations, or the observations do not demonstrate sound pedagogy to support student learning. Faculty member does not maintain regular office hours. Not adequately addressing relevant student comments from SRIs.

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 their narrative and annotated resume that they have made one or more significant contributions to their 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 their field and evidence of trainings and/or certifications that are of direct benefit to the Department of Theatre and Dance.

> **Meets Standards: This performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre and Dance, 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 their 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 their 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 Department of Theatre and Dance 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 and/or play-scripts in the field, to include written narratives; conducting workshops;

5. Serving on accreditation teams;

6. Producing/directing/designing/technical directing/acting/dancing in a performance, play or media presentation (film, television production, commercial, or virtual media); music directing; intimacy directing; dramaturgy; vocal coaching; dance coaching: somatic facilitation; choreographing; participating in panel presentations; and other creative projects;
    a. 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;"

b. National Association of Schools in Dance states that "Creative activity and achievement must be regarded as being equivalent to scholarship in matters of appointment and advancement when the institution has goals and objectives for the preparation of dance professionals in performance and choreography. Creative production and professional work in dance should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement."

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 book chapter or an internet article; 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, internal or external grants;

10. Develop and publish OER resources;

11. Peer reviewed or juried creative work; work that is presented before a public audience may be considered juried;

12. Completing training and certifications in specialty areas that are of direct benefit to the Department of Theatre and Dance;

13. Additional activities outlined in writing in mutual agreement with the Chair.

<u>Needs Improvement:</u> 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, juried review, or publicly performed 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 Department of Theatre and Dance 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 and used their disciplinary or professional expertise to make a meaningful 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 and Dance, 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 role in the department, college, or university, or within their 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. 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. Participating in committees for the university and other schools, colleges, and departments on the campus that require a major level of activity;
11. Representing MSU Denver in a community project;

12. Presenting workshops, giving presentations, serving as a consultant to a community organization or professional organization, without compensation;

13. Participating in performance activities for high school students, judging speech, theatre, or media competitions/juries;

14. Attending business meetings of regional or national organizations in which faculty member does not hold an elected office;

15. Researching, developing, and submitting new courses or curriculum;

16. Additional activities outlined in writing in mutual agreement with the Chair.

<u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all the necessary activities to attain the "Meets Standards" rating.

I. 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 Department of Theatre and Dance 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 Department of Theatre and Dance.

Tenure-track faculty members will arrange for full-time MSU Denver faculty to provide departmental peer evaluations throughout the probationary period:

- Tenure-track faculty will arrange for a departmental peer observation of a course or reassigned time activity once per semester throughout the probationary period;
- Promotion candidate will arrange for at least 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.

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.

Metropolitan State University of Denver Department of Theatre and Dance
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).

1. What are you specifically planning for the day the observer attends your class? Can you define your approach? What will be your general organization?

2. How does the specific class fit into your overall aims for the course? Place the class into the overall picture of the course.

3. Characterize the nature of the students and the atmosphere in the class.

4. 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 and Dance
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 into the Chair.

I. Do you believe that the instructor achieved their 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:_____

DEPARTMENT OF THEATRE AND DANCE
DEPARTMENT GUIDELINES

To clarify expectations, the College of Letters, Arts and Sciences has established a set of General Standards of Performance for all faculty members within the College. Compliance with CLAS General Standards is a prerequisite to a satisfactory performance rating on faculty evaluations.

General Standards of Performance for Faculty in the College of Letters, Arts and Sciences

University policies are in the Faculty Employment Handbook, the Classified Employee Handbook, the University Catalog and the University Policy Library. College policies are under the purview of the Dean in consultation with the academic department Chairs. Departmental policies are established by the Chair in consultation with the Dean and the Faculty. The General Standards of Performance for the Faculty in the College of Letters, Arts and Sciences are:

1. Teaching remains the primary responsibility of a tenure-track faculty member; however, faculty must fulfill scholarly, and service responsibilities as outlined in the Faculty Evaluation Handbook.
2. Program Coordination, Directing, Designing, and other significant production activities based on the faculties discipline can be used as alternative teaching activities in place of a course in the faculty member's semester course assignments. These arrangements need to be made in advance with the approval of the Department Chair and CLAS Dean.
3. A candidate for tenure should demonstrate contributions at a high level of quality, breadth, and depth.
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.
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 Department of Theatre and Dance Calendar, the Dance Program Production Calendar, and the Theatre Program 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 Procedure documents.
11. Reassigned time originating in the department, as designated for the varying Department of Theatre and Dance 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. Faculty must arrange for a full-time faculty member to provide a departmental peer observation for at least one class per semester every year until the completion of the tenure process. (See additional information under 'Policies and Procedures' on the following page and in the Appendix). Peer observations should be used to improve one's teaching.
14. It is a probationary faculty member's responsibility to address any concerns or questions with the Chair in a timely manner.
15. 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.
16. The Department of Theatre and Dance subscribes to the following national organizations' support of creative work as scholarly activity:
    a. *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. "*
    b. *National Association of Schools in Dance states that "Creative activity and achievement must be regarded as being equivalent to scholarship in matters of appointment and advancement when the institution has goals and objectives for the preparation of dance professionals in performance and choreography.*

       Creative production and professional work in dance should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement."
17. Reassigned time that is not part of one's contracted responsibilities is assigned and approved at the discretion of the Department of Theatre and Dance Chair.
18. The word "significant" in this document implies - "sufficiently great or important to be worthy of attention; noteworthy" as defined in the Oxford English Dictionary.
18. Recognized national professional accomplishments may include working with a national artist in a local or regional setting.
19. 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 learning objectives and course descriptions detailed in the official master syllabus for each particular course and should provide updated required university, college, and department policies either through full text or appropriate hyperlinks.

20. 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 AND DANCE PROMOTION AND PTR FACULTY GUIDELINES

I. POLICIES AND PROCEDURES

The Department of Theatre and Dance promotion and post tenure review faculty members demonstrate fulfillment of required activities in the categories of teaching, scholarly activity, and service.

1. RESPONSIBILITIES:

   - Meeting assigned classes;
   - Teaching 24 hours of classes during the academic year (unless the faculty member has reassigned time from teaching);
   - Maintaining scheduled office hours;
   - 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 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.

3. DEPARTMENTAL PEER OBSERVATIONS

   Faculty members must arrange for the departmental Chair Observation once during the review period 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 reply 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.

II. DEPARTMENT PROMOTION AND PTR PERFORMANCE REVIEW DOCUMENTATION

Documentation to be used for promotion and post tenure review as required by the Department of Theatre and Dance:

- Chair's annual evaluation of reassigned time originating in the Department of Theatre and Dance, if applicable (reassigned time may be evaluated each semester depending

upon requirements of the College of Letters, Arts and Sciences);

- Departmental Peer Observations as described in Department of Theatre and Dance Assumptions;
- Student ratings of instruction comments;
- Representative advising log;
- Other materials that document and demonstrate excellence in teaching.

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 Faculty Employment Handbook.

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 and Dance, 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 their 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 their 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.

The MSU Denver Faculty Employment Handbook identifies 6 teaching responsibilities of a faculty member:

- Content Expertise Conveyed with Effective Pedagogies and Praxis
- Inclusive Pedagogy
- Instructional Design
- Instructional Delivery and Learning Environment
- Assessment
- Advising in and Beyond the Classroom

GUIDELINE TO ACHIEVE PROMOTION OR POST TENURE REVIEW

In their narrative, the promotion or post tenure review candidate must explain their approach to teaching from among the following aspects of teaching:

1. How they integrate scholarly activities and knowledge into teaching;
2. Designs their courses;
3. Delivers material to facilitate student learning;
4. Uses assessment results to improve their courses.
    1. * See Faculty Employment Handbook for proper narrative length.

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

The faculty member addresses the six teaching responsibilities of a faculty member: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom.

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

> **<u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre and Dance, 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.**

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.

Narrative and course artifacts address how the faculty member incorporated the six teaching responsibilities into their teaching as listed in the Faculty Employment Handbook: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom.

For any general studies courses taught, the promotion or post tenure review faculty 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. Student comments gathered through the SRI process are properly addressed in the narrative. Departmental chair observation addresses 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. Developing or substantially modifying a course in the department in collaboration with the departmental curriculum committee and the University curriculum process;
8. Developing or modifying an interdisciplinary course in collaboration with the departmental curriculum committee and the University curriculum process;
9. Active supervision of student internships, both on and off-campus, and student practicum activities on campus;
10. Contributing significantly to program review and/or assessment processes;
11. 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.

12. Provides students with extensive information concerning **multiple** examples from the following list:
    - Relays information about educational/training requirements in discipline;
    - shares information about current issues and employment/graduate school trends in their discipline;
    - provides students information about departmental, college and/or university programs and opportunities as appropriate;
    - advises an equitable (or higher) percentage of students in their emphasis area;
13. Provides students with exposure to discipline related activities including **multiple** examples from the following list which may include, but is not limited to:
    - Advising student clubs/conferences;
    - providing students with opportunities to engage in creative

projects, productions, workshops, internships and research projects.

14. Learning new material and techniques for, and, in addition, designing an online course, workshop, or new course;

15. 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. Narrative and course artifacts minimally address how the faculty member incorporated the six teaching responsibilities into their teaching as listed in the Faculty Employment Handbook: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom. 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. Faculty lacks departmental peer observations, or the observations do not demonstrate sound pedagogy to support student learning. Faculty member does not maintain regular office hours.

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 PROMOTION OR POST TENURE REVIEW

Promotion or post tenure review faculty must demonstrate in their narrative 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 Department of Theatre and Dance.

<u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member. In the Department of Theatre and Dance, 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 their 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 their 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 Department of Theatre and Dance 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 one's education, certification, or licenses relative to their 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. 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 MSU Denver;

5. Reviewing or editing textbooks and/or plays in the field, to include written narratives; conducting workshops;

6. Producing/directing/designing/technical directing/acting/dancing in a performance, a play or media presentation (film, television production, commercial, or virtual media); music directing; intimacy directing; dramaturgy; vocal coaching; dance coaching, choreographing; participating in panel presentations; and other creative projects;

    a. *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;"

b. *National Association of Schools in Dance states that "Creative activity and achievement must be regarded as being equivalent to scholarship in matters of appointment and advancement when the institution has goals and objectives for the preparation of dance professionals in performance and choreography. Creative production and professional work in dance should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement."*

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. Serving as an elected official in a professional academic organization;

9. Publication of a book, a book chapter, or an internet article; 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;

10. Applying for and administering and competitive, internal or external grants;

11. Develop and publish OER resources;

12. Peer reviewed or juried creative work; work that is presented before a public audience may be considered juried;

13. Completing training and certifications in specialty areas that are of direct benefit to the Department of Theatre and Dance;

14. Additional activities outlined in writing in mutual agreement with the Chair.\

<u>Needs Improvement:</u> 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, juried, or publicly performed 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 Department of Theatre and Dance 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 PROMOTION OR POST TENURE REVIEW

Promotion or post tenure review faculty must demonstrate in their narrative that they have participated in shared governance 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 and Dance, 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 they have taken an ongoing leadership role in the department, college, or university or within their 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.

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. Researching, Developing, and submitting new courses and curriculum;

17. Or additional activities outlined in writing in mutual agreement with the Chair.

<u>Needs Improvement:</u> 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 Department of Theatre and Dance 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 Department of Theatre and Dance.

Tenure-track faculty members will arrange for full-time MSU Denver faculty to provide departmental peer evaluations throughout the probationary period:

- Tenure-track faculty will arrange for a departmental peer observation of a course or reassigned time activity once per semester throughout the probationary period excluding semesters in which summative peer evaluations take place;
- Promotion candidate will arrange for at least 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.

Metropolitan State University of Denver Department of Theatre and Dance
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 and Dance
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 their 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: _____

Department of Theatre and Dance Emeritus Status Criteria

According to MSU Denver's *Faculty Employment Handbook, "Any /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 participates 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 yet eligible for emeritus status.".* 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 Department of Theatre and Dance requires the following:

- Have earned tenure;
- Have a teaching history reflecting Department of Theatre and Dance standards as outlined in the Department Guidelines, including participating in advising and assessment;
- Have a record of service at the 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, they will forward the nomination to the President of the University. If the President concurs, they will forward the nomination to the Board of Trustees for final approval.

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

Non-Tenure Track Faculty (Lecturer): Department of Theatre and Dance Rating Scale

The following rating scale is applied:

- Meets Expectations: Faculty member meets expectations as listed in the Non-Tenure Track (Lecturer) requirements.

- Needs Improvement: Faculty member does not meet one or more expectations as listed in the Non-Tenure Track (Lecturer) requirements.

Non-Tenure Track Faculty (Lecturer): Expectations

The Department of Theatre and Dance expects that Non-Tenure Track Faculty will focus on teaching. In addition to meeting the contractual responsibilities defined in the *Faculty Employment Handbook,* Non-Tenure Track faculty are expected, at a minimum, to meet the following criteria.

The MSU Denver Faculty Employment Handbook identifies 6 teaching responsibilities of a faculty member:

- Content Expertise Conveyed with Effective Pedagogies and Praxis
- Inclusive Pedagogy
- Instructional Design
- Instructional Delivery and Learning Environment
- Assessment
- Advising in and Beyond the Classroom

Teaching:

Selected examples include but are not limited to the following:

1. Adheres to the approved department syllabus in teaching the course;
2. Maintains a consistently high-quality classroom environment as demonstrated through course delivery, content, and design, and use of multiple pedagogies;
3. Includes activities and/or assignments that provide a practical application of course material;
4. Updates and enriches assigned course(s) with current pedagogical practices;
5. Contributes to departmental assessment activities and implements changes as determined by department chair or their designee;
6. Use SRI student comments to improve teaching, when appropriate.
7. Receives class observation every year for the first three years of employment (from an available full time Department of Theatre and Dance faculty member) that describes strong pedagogy that facilitates student learning (i.e., interactive, creative, technology integrated, and responsive to students). After the first three years, at least one departmental peer observation is required every three years thereafter;
8. Applies observation feedback to the classroom;

9. Works closely with department Chair (or Coordinator) and support staff to ensure quality course delivery by responding promptly (within 24-48 hours) to emails, meeting university and department deadlines, using equipment appropriately, providing information as needed for schedules, and participating in assessment activities;
10. Updates syllabi materials with current MSU Denver and Department of Theatre and Dance policies;
11. Adheres to all MSU Denver and Department of Theatre and Dance policies, including, but not limited to, submitting a copy of one's syllabus (syllabi) to the Office Manager at the beginning of each semester, meeting all scheduled classes, and providing activities for classes should an emergency arise that necessitates a faculty member's absence.
12. Reduced Load that is not part of one's contracted responsibilities is assigned and approved at the discretion of the Department of Theatre and Dance Chair.
13. Reduced Load assignments may, as with assigned courses, require preparation time outside the contracted fall and spring semester. A faculty member is expected to meet all Reduced Load deadlines.
14. Reduced load may include but is not limited to: Service, Scholarly Activity, Student Advising, Program Specific Leadership Responsibilities, and Production Support.

Non-Tenure Track Faculty (Lecturer): GUIDELINES FOR REAPPOINTMENT OR PROMOTION TO SENIOR LECTURER.

In a 1–3-page narrative, the faculty member must explain how they have met expectations for assigned duties and responsibilities. The narrative should present a reflective self-assessment that highlights accomplishments and indicates plans for the future and presents their best case for continuing in their position or promotion to senior lecturer, if they are applying.

The candidate should briefly describe their approach to teaching including how they:

1. Address the six teaching responsibilities of a faculty member: Content Expertise Conveyed with Effective Pedagogies and Praxis, Inclusive Pedagogy, Instructional Design, Instructional Delivery and Learning Environment, Assessment, and Advising in and Beyond the Classroom.
2. update their courses integrating current knowledge into their teaching;
3. design their courses;
4. deliver material to facilitate student learning;
5. use assessment results to improve their courses.

Adjunct Faculty: Department of Theatre and Dance Rating Scale

The following rating scale is applied:

Meets Expectations: Faculty member meets expectations as listed 111 the Adjunct Faculty requirements.

Needs Improvement: Faculty member does not meet one or more expectations as listed in the Adjunct Faculty requirements.

Adjunct Faculty: Expectations

The Department of Theatre and Dance expects that Adjunct Faculty focus on teaching and maintaining currency in the discipline. In addition to meeting the contractual responsibilities defined in the Faculty Employment Handbook, Adjunct Faculty are expected, at a minimum, to meet the following criteria.

1. Adheres to the approved department syllabus in teaching the course;
2. Maintains a consistently high-quality classroom environment as demonstrated through course delivery, content, and design, and use of multiple pedagogies;
3. Includes activities and/or assignments that provide a practical application of course material.
4. Updates assigned course(s) with current pedagogical practices;
5. Contributes to departmental assessment activities and implements changes as determined by department chair or their designee;
   for courses of the same level, delivery mode or comparable content;
6. Receives class observation every three years (from an available full-time Department of Theatre and Dance faculty member) that describes strong pedagogy that facilitates student learning (i.e., interactive, creative, technology integrated, and responsive to students);
7. Applies observation feedback to the classroom;
8. Works closely with Department Chair (or Coordinator) and support staff to ensure quality course delivery by responding promptly (within 24-48 hours) to emails, meeting university and department deadlines, using equipment appropriately, providing information as needed for schedules, and participating in assessment activities;
9. Updates syllabi materials with current MSU Denver and Department of Theatre and Dance policies;
10. Adheres to all MSU Denver and Department of Theatre and Dance policies, including, but not limited to, submitting a copy of one's syllabus (syllabi) to the Office Manager at the beginning of each semester, meeting all scheduled classes, and providing activities for classes should an emergency arise that necessitates a faculty member's absence.