

**Columbus State University Department of Theatre**  
**STANDARDS OF EXCELLENCE**  
**for**  
**EVALUATION, TENURE, AND PROMOTION**  
**(Approved April 24, 2013)**

The Department of Theatre will adhere to all Promotion and Tenure procedures outlined in the Faculty Manual of Columbus State University. The departmental Promotion and Tenure Committee is responsible for reviewing all candidates for promotion and tenure based upon the guidelines published in the Faculty Manual.

The Faculty Manual stipulates appropriate academic degrees (and related professional accomplishment, training, or experience), academic ranks, and the timelines for eligibility for tenure and/or promotion.

The criteria utilized for evaluation for tenure and promotion shall also serve as the “Standards of Excellence” for related evaluations, including annual review, pre-tenure review, and post-tenure review.

### **Tenure and Promotion**

Promotion and tenure decisions are based on a faculty member’s cumulative performance in support of university, college and departmental missions in the areas of teaching, scholarship and professional service. The awarding of tenure represents a highly important decision through which the department, college, and university all incur a major commitment to the individual faculty member. While the criteria for promotion and tenure are similar, tenure decisions will place greater emphasis on the faculty member’s demonstrated potential to consistently meet performance expectations in the future. Promotion decisions will place greater emphasis on the quality and significance of the candidate’s cumulative performance.

All reviews of faculty performance must reflect the nature of the individual’s discipline. Reviews should not be capricious, arbitrary, or discriminatory. Due process must be provided.

The Faculty Manual identifies three appropriate areas of review.

#### **Areas of Review**

1. Teaching effectiveness
2. Research and Creative Endeavor
3. Service to the institution, profession and community

Evaluation of faculty members in the three areas of review will be weighted accordingly: Teaching effectiveness – 60%, Research and Creative Endeavor – 20%, and Service to

the Institution, profession and community – 20%. The evaluation will be done by the chair of the department in the form of annual evaluations, as well as the committee.

## **1. TEACHING EFFECTIVENESS.**

Teaching Effectiveness is a critical component of the faculty performance review as stated in the Faculty Manual. Candidates for promotion and tenure shall be evaluated based upon the documentation of teaching excellence required by the guidelines in the Faculty Manual. Departmental production work shall count in the area of teaching whenever load credit for such work (e.g., directing, designing, etc.) is assigned.

Evaluation of teaching effectiveness will include the following four procedures:

A. Peer Review. In the years in which a candidate is to be evaluated, the Chair, in consultation with the candidate, will appoint three or four full-time faculty members to form the Peer Review Committee. The Peer Review committee will be formed in the years in which the candidate undergoes “formal” review (i.e., Pre-Tenure, Tenure and/or Promotion, and Post-Tenure), but will not be a part of the annual review. Two or three members of the committee will be from the department, and one may be appointed from another CSU department. If the chair and candidate cannot agree on committee constituency, the Dean will make a final decision. The committee will select a Chair.

- Each member of the committee will attend at least two classes taught by the candidate, at a time mutually agreeable to the candidate and member.
- The candidate will provide syllabi and other supporting materials to the committee.
- The committee will construct a written narrative that addresses teaching effectiveness.
- The primary focus of the Peer Review Committee is Teaching Effectiveness; however, the committee may, at the request of the candidate, comment on other areas of evaluation if members deem it appropriate.

B. Student Evaluations. A record will be kept in the department of student evaluations. The Peer Review Committee and other evaluators will have access to the evaluations during the review process.

C. Production “Post Mortem” Discussion. After every departmental production in the regular season, a post mortem will be held with the director, designers, technicians, and other members of the production team in attendance. Typically, only faculty and staff of the department will attend. The chair of the department will oversee the meeting. If the chair is a member of the production team, another moderator may be appointed. A written record of the meeting will be kept of all action items (e.g., resolutions and other policies and procedures related to the production program). This record will be retained as departmental minutes of a called meeting.

D. Candidate's Assessment. The candidate will provide a concise written explanatory narrative, outlining his or her teaching effectiveness, for review by the Peer Review Committee and other evaluators.

Faculty are expected to demonstrate an ongoing commitment to student learning and innovative teaching in the classroom. This will be assessed based upon the following criteria:

- **A current, sound knowledge base in the discipline reflecting continuous revision that improves course content**
  - Provides clear syllabi and expectations
  - Uses appropriate and up-to-date creative techniques and approaches, methodologies and texts
  - Actively improves course content and presentations
  - Instructional approach evidences continuous revision and development
  
- **Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop creative and critical thinking**
  - Encourages class discussion and questions
  - Discusses point of view other than his/her own
  - Challenges and motivates better and weaker students
  - Understands and uses a variety of teaching strategies
  - Employs methodologies that encourage creative and critical thinking
  - Understands and uses a variety of teaching technologies
  
- **Development of evaluation instruments that accurately assess the achievement of stated course standards**
  - Uses fair examination/portfolio review and grading policy
  - Constructs tests reflecting and supporting course goals
  - Constructs assignments reflecting and supporting course goals
  - Makes student's aware of criteria for which they will be graded
  
- **High expectations for student achievement and the provision of support that helps students meet these expectations**
  - Presents rigorous, clearly stated course requirements
  - Actively assists students in achieving course requirements
  - Provides the opportunity for student inquisitiveness and curiosity
  
- **Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by**
  - Development of new courses and/or new curricula that reflect current trends in the field
  - Development of more effective assignments and measures of student learning
  - Development of more effective methodologies of content delivery

- Participation in Faculty Development activities and opportunities related to teaching.

## **2. CREATIVE ENDEAVOR and/or RESEARCH.**

The department recognizes research and creative endeavor as appropriate avenues for scholarship. We value and recognize research as expressed within the frameworks of “theoretical” and “applied” research, the former emphasizing historical and critical scholarship and the latter emphasizing formation and practice within the artistic community. Faculty members are expected to engage in research and creative endeavor as deemed appropriate to their disciplines. The delineation of appropriate research and creative endeavor should take place early in a candidate’s tenure, usually during the chair’s evaluations and at the three-year review. The departmental Tenure and Promotion Committee is responsible for further clarifying appropriate research and creative endeavors for individual faculty members. A candidate need not be limited to one such research category, but the area of specialization will inform a determination of “appropriate research” as a general guiding principle. Clearly, all efforts within each of these categories are not equal and an assessment of each particular endeavor must occur. The Chair and the Tenure and Promotion Committee will evaluate endeavors based upon selectivity, scope, and recognized value within the discipline. A candidate’s efforts may include but should also go above the “local,” and efforts on subsequent levels will necessarily impact the candidate’s ability to remain active on lower levels. It should be noted that local does not refer exclusively to geography but is more indicative of size and scope. Quality, in terms of the level at which the endeavor takes place, may exceed quantity at lower levels. Value is assigned and quality is recognized in those endeavors that bring recognition to the candidate and support the mission of the university. The candidate should reach for the highest level attainable, but evaluation should also take into consideration the commitment of the department and university to support such efforts, either through reduced load or financial support.

A. Creative Endeavor. “Applied” Research in the performing arts includes artistic expression and creative endeavor and, as such, is valued by our department. Faculty are evaluated by their contribution in these areas, as appropriate to their teaching and leadership within the department. Creative endeavor not only expresses the candidate’s ongoing commitment to excellence, but brings with it added exposure and value to the department. Excellence in creative endeavor is most clearly identified through peer review and adjudication.

### Examples of Creative Endeavor:

- Directing, acting, designing, or other appropriate professional endeavor at the local, state, regional, national, or international level. Professional endeavor is related to the candidate’s training and specialization, examples of which might include but are not limited to Dramaturgy, Vocal Coaching, Choreography, Movement, Stage Combat, etc.

- Authorship or co-authorship in professional publications
- Creation, presentation, and/or publication of a performance piece or play
- Presentation at appropriate professional meetings or conferences
- Presentation of innovative teaching techniques at appropriate professional meetings or conferences
- Invited presentations in the candidate’s field
- Active participation in workshops and conferences for faculty development designed to invigorate teaching
- Awards and citations for scholarship from within the discipline
- Invited Residency or Guest Artist opportunities
- Awards, Citations, or Reviews by appropriate professional organizations
- Grants and/or awards that help develop artistic endeavor

B. Research. The department values “theoretical” research that contributes to the knowledge base of the discipline, as well as scholarship that explains learning and improves teaching. The candidate’s area of emphasis, both in academic preparation and in the primary teaching area, will primarily—but not exclusively—inform appropriate scholarship. Endeavors that are selective and competitive within the discipline are deserving of merit.

Examples of Research and Scholarship:

- Authorship or co-authorship of a refereed book
- Publication in refereed journals
- Presentation at appropriate professional meetings or conferences
- Presentation of innovative teaching techniques at appropriate professional meetings
- Serving as a reviewer for professional publications or meetings/conferences
- Editorship of scholarly journals, books, and other publications
- Invited presentations in the candidate’s field
- Active participation in workshops and conferences for faculty development designed to invigorate teaching
- Awards and citations for scholarship from within the discipline

**3. SERVICE.**

Faculty members shall present evidence of their participation in service activities relevant to the institution, the profession, and community in which we live. We value excellence in service demonstrated by activities that benefit the institution and the department, and which help promote teaching, scholarship, and creative endeavor at every level.

EXAMPLES OF SERVICE:

- Membership and/or demonstrated willingness to serve on University, College, and Departmental Committees
- Elected office in appropriate professional organizations
- Leadership in planning and/or implementation for appropriate professional organizations and their activities
- Effective recruitment of students
- Elected office or membership in appropriate community organizations relevant to the mission of the department
- Lectures, presentations, and other public opportunities meant to promote the mission and goals of the department and the university to the general public
- Academic Advising
- Collegiality within the department and the university, as demonstrated by the support of peers and their endeavors, and by a willingness to participate in ongoing efforts to foster excellence in departmental programs and curricula