

DEPARTMENT OF THEATRE ARTS
EXPECTATIONS FOR FACULTY TENURE & PROMOTION
August 2016

Teaching and Advising:

The active pursuit of excellence in teaching shall be considered the primary responsibility of each theatre faculty member within the department. Whether teaching in the classroom, coaching actors and technicians throughout the production process, mentoring students during internships and research projects, or advising theatre arts majors throughout their academic careers, theatre faculty must consistently provide effective learning opportunities for students to develop knowledge, skills and dispositions consistent with the professional standards of our discipline. Because the department is strongly committed to teaching theatre in the context of a liberal arts education, excellence in teaching must be achieved not only through our work with theatre arts majors and minors, but through general education courses and interactions with the students who are not theatre arts majors or minors but who actively participate in our productions as actors, technicians, designers, stage managers, and dramaturgs. Through our interactions with majors and non-majors alike, the theatre arts faculty must strive to help all students understand how the transferable knowledge, skills and dispositions learned throughout our curriculum can be applied to whatever vocation each student decides to pursue.

When being considered for tenure and promotion, the faculty member's teaching effectiveness will be evaluated based on four domains:

Instructional Delivery— Questions that may be asked when evaluating a faculty member's strengths and weaknesses in this domain may include:

- How well is the course content being presented?
- Does the instructor clearly communicate course objectives?
- Does the instructor enjoy good rapport with the students?
- Does the instructor give quality feedback in a timely fashion?
- Are realistic grading standards being applied to student work in each course?

Resources used for the evaluation of this domain will primarily include the faculty member's statement, IDEA reports and the department chairperson's report. Criteria used for the evaluation of instructional delivery will include, but need not be limited to:

- Quantitative data and student comments from course IDEA forms
- Review of syllabi
- Observation of classes by the department chairperson and, if applicable, other members of the faculty candidate's tenure committee
- Conversations with current students
- Questionnaires and conversations with former students

Instructional Design— Questions that may be asked when evaluating a faculty member's strengths and weaknesses in this domain may include:

- To what extent do the instructional experiences created for the course make the acquisition of knowledge and skills effective and engaging?
- Are texts and instructional materials appropriate for the course content, methods, and level of instruction?
- Does the course syllabus adequately reflect goals and expected outcomes?
- Does the course syllabus convey a reasonable expectation of student work load?

Resources used for the evaluation of this domain will primarily include the faculty member's statement and the department chairperson's report. Criteria used for the evaluation of instructional design will include, but need not be limited to:

- Review of syllabi for inclusion of appropriate content and methodology
- Review of syllabi for clear articulation of course objectives and expected outcomes
- Evidence of student learning presented by the candidate
- IDEA form data pertaining to cognitive engagement

Content Expertise— Questions that may be asked when evaluating a faculty member's strengths and weaknesses in this domain may include:

- Does the instructor have the appropriate credentials, training and experience to teach the specific course content?
- Is the academic rigor appropriate for the course level?
- Does the instructor stay current in course content and best practices within the discipline?
- Does the instructor show the ability to engage learners at all levels?
- Do the course materials presented by the instructor demonstrate student learning?
- Does the instructor participate in opportunities for professional development?

Resources used for the evaluation of this domain will primarily include the faculty member's statement and the department chairperson's report. Criteria used for the evaluations will include, but need not be limited to:

- Review of educational credentials
- Review of appropriate degrees earned
- Review of professional development opportunities completed
- Review of scholarship and/or creative activity

Course Administration— Questions that may be asked when evaluating a faculty member's strengths and weaknesses in this domain may include:

- Is the course well organized, documented and fairly graded?
- Does the instructor keep regular class and office hours?
- Is the instructor timely in giving feedback and evaluation of student work?

Resources used for the evaluation of this domain will primarily include the faculty member's statement, IDEA data and the department chairperson's report. Criteria for the evaluations will include, but need not be limited to:

- Review of syllabus for appropriate planning and communication of expectations
- IDEA quantitative data and student comments
- Observation of classroom by department chair and, if applicable, members of the tenure committee
- Conversations with current students
- Questionnaires and conversations with former students

In addition to demonstrating excellence in each of the four domains, the successful candidate for tenure and promotion will be able to show a record of active participation and strong engagement in academic advising. To prepare for the assessment of advising, faculty members should provide evidence of their commitment to use advisement and mentorship as teaching opportunities. This evidence should include a statement of the candidate's advising philosophy which describes their goals and practices in advising theatre arts majors and/or first-year students. The statement should also include articulation of the strategies they use to provide support to students outside the classroom including how they help students plan and complete their degree programs, and how they help to prepare students for post graduate success. The evidence of commitment to advisement presented by the candidate should also include the approximate number of students they have advised and any materials that provide evidence about the overall quality of their advising. If applicable, the candidate for tenure and promotion could also discuss their approach to mentoring students through practical theatre experiences, work/study supervision, senior inquiry, internships, apprenticeships, and/or independent research projects.

The department chairperson's report will include an evaluation of the faculty member's record of effective advisement and mentorship as part of his or her teaching responsibilities.

Scholarship, Creative Activity and Professional Expression

Following the recommendation of the Association for Theatre in Higher Education, all scholarship and creative activity considered for tenure and promotion in rank should be publicly presented or published and subject to peer review. As artists and scholars of theatre, our work is always presented in a public forum. We look at several sources of review to assess our work including audience response to productions, informal feedback from within the Augustana community, newspaper reviews, and dialogue with departmental colleagues regarding the effectiveness and relevance of production choices.

Because theatre is a collaborative art form consisting of several different types of scholarly and artistic activities, the criteria for tenure and promotion must be varied. A faculty member who specializes in one or more of the practical areas of theatre (e.g. acting, directing, design,

technology) is expected to hold a MFA degree in their specialty area but would not be expected to publish articles, write reviews, or receive book contracts. At the same time, a faculty member who specializes in the scholarly areas of theatre (e.g. theatre history, dramaturgical research, dramatic theory, literature and criticism) is expected to hold a PhD degree in their specialty area but would not be expected to demonstrate significant creative activity related to the production process. For tenure and promotion candidates holding a PhD degree, publication will be weighted more heavily than professional production work. For candidates holding a MFA degree, professional production work will be weighted more heavily than peer-reviewed publication.

It is expected that, regardless of specialization, each faculty member will engage in significant scholarly and/or creative activity in at least two of the following areas:

1) Artistic Performance and Production (on-campus venues):

- Involvement in Augustana College Theatre productions (mainstage or studio) as director, designer, actor, technician, stage manager, or dramaturg. While work on the college productions is usually counted as part of the faculty member's teaching load, these are public performances, and as such they include a professional component that extends beyond the typical classroom role of teacher. Work that is formally reviewed by an external peer respondent will be given more weight in the consideration of tenure and promotion.
- Involvement in on-campus theatre productions as an adviser, consultant, or coach in the candidate's area of expertise.

2) Artistic Performance and Production (off-campus venues)

- Involvement in off-campus theatrical productions as professional director, designer, actor, technician, choreographer, dramaturg or stage manager. Qualifying productions can be presented in a variety of venues including regional theatre, community theatre, or academic theatre at other institutions.
- Involvement in off-campus productions as an adviser, consultant, or coach in the candidate's area of expertise.

3) Writing and Research:

- Academic texts, books, or chapters of books.
- Articles published in journals.
- Original plays or performance pieces.
- Translations or adaptations of plays.
- Book or performance reviews published in theatre journals.
- Editing or refereeing for scholarly publications.

- Research and writing related to the scholarship of teaching and learning.

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4) Involvement in Professional Organizations:

- Offices held in national and/or regional organizations.
- Chairing at national and/or regional conferences.
- Presenting at national and/or regional conferences.
- Responding at national and/or regional conferences.
- Attending national and/or regional conferences
- Membership in professional organizations.

5) Speaking and Consulting:

- Oral presentations at scholarly meetings at the local, regional, national, or international level.
- Adjudication or evaluation of productions at other academic institutions.
- Conducting workshops or master classes at off campus venues.
- Invited oral presentations at community meetings or events.

Service:

The Department of Theatre Arts recognizes the importance of service as an important part of each full-time faculty member's responsibility. While some departments only require service to the department and college with community service being optional, the very public nature of our work as theatre artists and scholars necessitates some degree of commitment to the greater Quad-City community. When being considered for tenure and promotion at Augustana each candidate must present evidence of service in all three realms.

Service to the department may include, but need not be limited to:

- Recruitment of prospective students through participation in HS Visit Days and scholarship auditions
- Conducting workshops at local high schools and/or regional festivals
- Participation in KC/ACTF as respondents to Region III productions
- Support of departmental mission
- Active participation in season selection, curriculum development, assessment and general governance of program
- Leadership in production area of expertise (design/tech, history/dramaturgy, acting/directing, musical theatre)
- Participation in departmental field trips

Service to the college may include, but need not be limited to:

- Committee work with the exception that faculty in the department should have no more than 1 major or 2 minor committee assignments per year, and no

assignments should be expected during the candidate's first year of teaching at Augustana

Attendance at division and full faculty meetings

Interdisciplinary service (working constructively with colleagues in other departments to create interdisciplinary learning opportunities)

Participation in the general education program (e.g. teaching a first year inquiry course, participating in a learning community)

Service to the Quad City community may include, but need not be limited to:

Uncompensated participation in community theatre projects

Advising or serving as an unpaid consultant to community theatre groups

Teaching a class through CommUniversity

Serving on a board of directors for a community theatre or arts organization

Volunteering time and/or expertise at our adopted school, Longfellow Elementary

Volunteering to speak at various community schools, libraries, organizations or institutions