

Promotion & Tenure Criteria
A Modified Version of Board of Regents Promotion & Tenure Guidelines

Department of Theatre Arts
Theatre Candidates
Adopted May, 2001

Board of Regents policy prescribes four criteria for promotion and tenure consideration -- superior teaching, outstanding service to the institution, professional growth and development, and academic achievement. Regent's policy stipulates that noteworthy achievement should be expected in at least two areas, and for promotion to Associate Professor or Professor, one must have demonstrated some achievement in all four areas. Discipline-specific MINIMUM requirements by rank for meeting each criterion are outlined below.

I. Qualifications for Teaching in the Theatre Program

a. A terminal degree in the field of study. The National Association of Schools of Theatre (NAST), the accrediting organization for college/university theatre programs and departments, and the Association for Theatre in Higher Education (ATHE) recognize the Master of Fine Arts degree as the appropriate terminal degree to teach performance, design/technology, and playwriting courses (NAST Handbook, 2000-2001, p. 44). At the same time, some artists may hold other degrees; in such cases, institutions should make appointments for studio faculty on the basis of experience and training.

b. Remain professionally active in field of study. It is significant, therefore, that the teacher/artist's qualifications to teach performance, design/technology, and playwriting are revealed by his/her past and/or present work as a practicing artist. Refer to Evidentiary Sources Relevant to Professional Growth & Development section for detailed criteria for evaluating creative activity.

c. Study current trends in field. Creative work, research, and publication are indicators of a teacher's qualifications, productivity, professional awareness, and contribution to various aspects of theatre-related work.

II. To Be Promoted to Assistant Professor

a. Teaching

Demonstration of potential for effectiveness in teaching with evidence of teaching philosophy, student evaluations, peer evaluations, and at least two additional sources as

described in Evidentiary Sources Relevant to Teaching section, to include accomplishments in previous rank.

b. Service to the Institution

Demonstration of potential for effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees and with evidence of at least two additional sources as described in Evidentiary Sources Relevant to Service to the Institution section, to include accomplishments in previous rank.

c. Professional Growth & Development

Demonstration of potential for effectiveness in the candidate's discipline with evidence of at least one instance of a peer-reviewed creative work or primary authorship of a peer reviewed publication, and at least two additional sources as described in Evidentiary Sources Relevant to Professional Growth & Development section, to include accomplishments in previous rank.

d. Academic Achievement (terminal degree in discipline)

III. To be Promoted to Associate Professor

a. Teaching

Demonstration of potential for effectiveness in teaching with evidence of teaching philosophy, student evaluations, peer evaluations, and at least three additional sources as described in Evidentiary Sources Relevant to Teaching section, to include accomplishments in previous rank.

b. Service to the Institution

Demonstration of potential for effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees and with evidence of at least three additional sources as described in Evidentiary Sources Relevant to Service to the Institution section, to include accomplishments in previous rank.

c. Professional Growth & Development

Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness with evidence of at least two instances of peer-reviewed creative work or primary authorship of peer reviewed publications, and at least four additional sources as described in Evidentiary Sources Relevant to Professional Growth & Development section, to include accomplishments in previous rank.

d. Academic Achievement (terminal degree in discipline)

IV. To be Promoted to Professor

a. Teaching

Demonstration of potential for effectiveness in teaching with evidence of teaching philosophy, student evaluations, peer evaluations, and at least four additional sources as described in Evidentiary Sources Relevant to Teaching section, to include accomplishments in previous rank.

b. Service to the Institution

Demonstration of potential for effectiveness as shown by successful, collegial service on departmental, college-wide, institutional or system-wide committees and with evidence of at least four additional sources as described in Evidentiary Sources Relevant to Service to the Institution section, to include accomplishments in previous rank.

c. Professional Growth & Development

Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence of at least four instances of peer-reviewed creative work or primary authorship of peer reviewed publications, and at least six additional sources as described in Evidentiary Sources Relevant to Professional Growth & Development section, to include accomplishments in previous rank.

d. Academic Achievement (terminal degree in discipline)

V. Specific Minimum Criteria to be Tenured

Candidates must satisfy the same teaching, service, professional growth and development, and academic achievement requirements stipulated for promotion to corresponding professorial rank.

VI. Evidentiary Sources Relevant to Teaching

- a. Successful direction of student work (e.g., theatre productions, competitive auditions/portfolio reviews for Georgia Theatre Conference, Southeastern Theatre Conference, Kennedy Center/American College Theatre Festival, and University/Resident Theatre Auditions)
- b. Successful development of courses
- c. Development of effective curricula or instructional methods
- d. Letters from former students and graduating seniors attesting to the candidate's instructional abilities
- e. Coordination or supervision of out of class educational and professional development

activity, e.g., field trips, theatrical conferences

f. Coordination or supervision of student studio work (rehearsal room) and individual production shops

g. Honors or special recognitions for teaching accomplishments

VII. Evidentiary Sources Relevant to Service to the Institution

a. Administrative, studio supervision, and building work for program related activity (e.g., writing and revising policy for theatre majors, building/creating scenery, costumes, props)

b. Successful program promotion and student recruitment initiatives

c. Successful counseling/advising of students

d. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels)

e. Successful development of service programs or projects

f. Collaboration with other departments, programs, or centers

g. Significant contributions to the improvement of student, faculty or community life

h. Successful mentoring of colleagues

i. Effective service-related consultation work or technical assistance

j. Effective advisement of student organizations

k. Honors, awards, and special recognitions for service to the institution or the community

VIII. Evidentiary Sources Relevant to Professional Growth & Development

I. A Theatrical Perspective

a. The production of plays and performances and the study thereof constitute the discipline of theatre. In recognition of the artistic component of theatre, most institutions of higher education now include "creative activity" as a legitimate component for promotion and tenure consideration. Many institutions adopting the 1990 "Boyer model" for evaluating scholarship have placed creative activity as one component of the "scholarship of discovery" and "scholarship of application" (ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 1; Boyer, E. Scholarship Reconsidered: Priorities for the Professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1990).

b. Creative production should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions. Such equivalency must be present when the institution has goals and objectives for the preparation of theatre professionals in acting, directing, design/technology, playwriting, and management (National Association of Schools of Theatre Handbook, 2000-2001, p. 45).

c. When evaluating (for promotion and tenure) theatrical events for public performance, institutions must specify carefully that portion of the process ascribable to each teacher/artist; provide an agreed upon method of evaluating goals, process, and outcome; and validate that evaluation through peer review (ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 1).

d. On-campus creative activity and the learning experience it provides students can be documented by a variety of measures. This documentation can be gathered over an extended period of time and should include written evaluation by the chair (if knowledgeable of the field), faculty peers, and outside experts (ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 2).

e. Candidates should submit additional documentation, which may include:

- written evaluation of work submitted for competitions by qualified adjudicators
- research and analytical materials
- scripts of originally produced plays, including adaptations and translations
- slides of productions, ground plans, sections, elevations, sketches, working drawings, video tapes, photographs, light plots, and other supporting material
- director's production books, study guides, and program notes
- marketing and public relations materials
- evidence of outreach activities, such as symposia, seminars, workshops, and other events
- letters from the public
- testimonials
- reviews in the professional media
- awards

(ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 2)

f. Off-campus professional activity may be documented in a variety of ways including:

- demonstrating a record of continuous activity in the profession through appointed or elected leadership positions in professional organizations
- demonstrating professional recognition through such achievements as competitive union memberships, honors, and accolades
- invited presentations, lectures, and performances
- demonstrating peer approval of skill mastery, such as invitations to teach master classes or lead intensive workshops
- demonstrating professional competency through successful employment by reputable professional companies

(ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 2).

g. Since no recognized jury equivalent to those used by professional journals exists to evaluate creative activity, theatre departments should attempt to approximate this practice when seeking outside expert evaluation. Jurors or experts should have professional credentials at least equal to those of the candidate. Schools should be prepared to underwrite the cost of bringing jurors to the campus for an on-campus production. Design portfolios and other design documentation may be sent to jurors for evaluation in addition to on-campus production response. It is important that, in so far as possible, such jurors or experts be without professional or personal connection with the teacher/artist or institution (ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 2).

h. Unlike the teacher/scholar who submits only successful efforts for promotion and tenure, the teacher/artist submits the total corpus of on-campus creative activity to some level of evaluation. Given this distinction and the subjective nature of artistic evaluation, departments should insist upon expert documentation of a fair sample of the teacher/artist's work. The teacher/artist, like the teacher/scholar, should have the right to select the work to be evaluated by outside expert jurors and the right of reasonable refusal of names on the potential juror list when possible (ATHE Guidelines for Evaluating Teacher/Artists for Promotion and Tenure, revised May, 2000, p. 3).

II. Evidentiary Sources

- a. On-campus or off-campus adjudicated creative activity
- b. Refereed or invited publications and presentations at state, regional, national or international conferences
- c. Election or appointment to offices in professional organizations
- d. Significant committee work and service to state, regional, national or international professional associations and learned societies
- e. Presiding over master classes at state, regional, national, or international conferences
- f. Attending master classes at state, regional, national, or international conferences
- g. Honors and awards for creative works, research, and scholarship
- h. Membership on editorial boards or juries judging creative works, e.g., college or high school plays or festivals
- i. Reviews of candidate's creative works or publications, particularly by persons of recognized competence in the discipline and professional media
- j. Receipt of competitively awarded grants or fellowships, or admission to seminars related to one's discipline, creative activities, or scholarship
- k. Consultation that involves scholarly application of professional expertise