

COASTAL CAROLINA UNIVERSITY
DEPARTMENT OF THEATRE
ELABORATIONS FOR ANNUAL REVIEW, TENURE AND PROMOTION
Updated 2020

This document is meant to offer insight into the definitions, criteria, procedures, and processes for how the Department of Theatre evaluates our faculty on an annual basis, at the third-year review, and in the tenure/post-tenure processes. Coastal Carolina University is a comprehensive liberal arts university that follows the teacher-scholar model.

Additional information regarding Promotion and Tenure can be found in section 6: “Appointments, Promotion, and Tenure” of the University Faculty Manual.

In addition, information specific to the College of Humanities and Fine Arts can be found on the faculty resources page for Promotion, Tenure, and Beyond.

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IV. DEFINITION AND UNDERSTANDING

i. Teaching, Scholarly and Creative Activities, and Service

Teaching

The role of teaching extends beyond the classroom to incorporate mainstage productions and other approved projects. Teaching effectiveness is measured through a variety of methods, including but not limited to: institutional teaching evaluations, department chair and tenured-peer evaluations, and demonstrable student acquisition of knowledge and skills (e.g. publications, presentations, exhibitions).

Scholarly and Creative Activities

The creation and production of theatre, central to the activities of the Department of Theatre, is considered the primary form of scholarship for designers, actors, directors, choreographers and dramaturges. Significant research is required in the processes of the creation of a theatrical production, and the communication of the results of this research is public performance. Traditional publishing is also an avenue of scholarship for some faculty.

The expectation for theatre faculty (designers, actors, directors, choreographers and dramaturges) is to work professionally outside academia. The size and scope of the venue hold relative importance. Presentation at a major regional theatre will hold more value than presentation at a local stock company. The faculty member is responsible for documenting the relative importance of, and their role/involvement in, a production.

Evidence of scholarly and creative activity is required by institutions in order to ensure that the faculty continue to contribute actively to their discipline and to maintain and develop the areas of their specialization. Traditional publication is another form of communicating the work of the faculty.

With off-campus productions required for a positive tenure decision, adequate allowances should be considered for a faculty member to be off campus for the time required to participate in such productions. Allowances should include covering campus responsibilities for the duration of any required absence.

Due to the vast differences in the scholarly and creative output of our faculty there is a variety of criteria to evaluate sustained scholarly and creative productivity.

Service

Each member of the department is expected to contribute to and engage in service to the university, college, department, community, and / or organizations in the profession. Service contributions outside the university must be defined and justified. For example, being a member of an outside organization, such as a member of the Southeastern Theatre Conference, does not equate to service unless you are a contributing member of an internal SETC committee.

ii. Performance Evaluation *annual review*

At the conclusion of each academic year the department chair of Theatre will evaluate faculty based on performance expectations in teaching, scholarly and creative activities, and service. Individual faculty members will submit a self-evaluation of their annual performance and updated curriculum vita for review by the department chair. Evaluation by the department chair is based on the criteria as outlined in this document. Teaching, Scholarly and Creative, and Service activities will be evaluated using the following language: outstanding, favorable, conditional, and unfavorable. The intent of this process is to assist faculty in making successful and sustained progress towards tenure and promotion.

The following is to assist in considering both quantity and quality of one's effectiveness in three performance areas, all of which are elaborated within this document.

iii. Sustained, Exceptional, Outstanding, Favorable, Conditional, Unfavorable

Sustained

Over the course of the review periods leading to tenure and promotion and beyond, faculty must submit evidence of ongoing and meaningful activities leading to specific outcomes in teaching, scholarly and creative, and service activities. This document will define relevant stages of productivity in order to define "sustained" in each of the evaluation areas. Additional relevant information can be found in the "COHFA Expectations for Sustained and Outstanding Performance" under Promotion, Tenure, and Beyond on the College of Humanities' Faculty Resources page. Sustained does not equate to exceptional.

Exceptional

Per the faculty manual, Section 6.8.1.1

For Assistant to Associate Professor, and according to the Faculty Manual, this rating "indicates outstanding and sustained service. Evidence of strong, effective, dedicated teaching is also required, as is proof of contributions to the discipline through intellectual/professional contributions." For Professors, "a rating of exceptional indicates outstanding, sustained contributions to the discipline through intellectual contributions, professional contributions to the discipline. Evidence of strong, effective, dedicated teaching is also required, as is proof of substantial service."

Outstanding

The term outstanding refers to citations of performance in an annual evaluation, a.k.a., performance evaluation, that is superior to typical levels of achievement in teaching, scholarly-creative, or service activities. The performance standards for typical levels of achievement are established by departmental or disciplinary norms. By extension, proof of sustained and outstanding activities in the annual performance evaluation process is evidence that suggests the outcome of the various activities of teaching, scholarly-creative, and service areas are of such a quality and quantity that at the tenure and/or promotion review an exceptional rank would have been achieved.

Favorable

Per the faculty manual, Section 6.8.1.1

The evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member as stated in the Faculty Manual. For Assistant/Associate Professors and Professor, a favorable rating will be based on some evidence of intellectual contributions/professional contributions to the discipline, quality teaching, and average service activity; it should also indicate reasonable expectations of continued development and contributions. For Assistant/Associate Librarians and Librarians, a favorable rating will be based on evidence of quality service as a librarian and evidence of scholarly activity.

Conditional

Per the faculty manual, Section 6.8.1.1

For Assistant/Associate Professors and Professor, a conditional rating indicates below-average performance as evidenced by the lack of intellectual contributions, professional contributions to the discipline and/or substandard teaching. For Assistant/Associate Librarians and Librarians, a conditional rating indicates below-average performance as evidenced by the lack of quality service as a librarian and/or a lack of scholarly activity.

Unfavorable

Per the faculty manual, Section 6.8.1.1

This rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.

iv. Third-Year Review

The Third-Year review process will be conducted during a faculty member's second semester of the third full year. This is a mid-point evaluation of a faculty member's progress towards achieving tenure and promotion. Tenured faculty members of the department of Theatre, the Peer Review Committee, and the Dean of the College of Humanities of Fine Arts will review the candidate's file. For more information regarding the Third-Year Review process please see the College of Humanities' Faculty Resources page under the heading "Promotion, Tenure, and Beyond."

v. Tenure and Promotion Assistant to Associate Professor

Per the faculty manual, a faculty member applying for tenure as a non-librarian will be evaluated primarily based on teaching effectiveness. In addition to teaching effectiveness, faculty members applying for tenure will be evaluated based on intellectual contributions and professional activities/University service. College and Department guidelines and performance expectations determine the specific criteria for tenure and promotion. The Department of Theatre follows the values set forth by the teacher-scholar academic model. Through this model the department believes that intellectual and creative contributions to one's discipline inherently enriches the students of our program. It is the department's belief that in order to achieve tenure and promotion faculty members must present evidence of being both an effective teacher and effective practitioner of their discipline. Service is expected and will be defined in section V of this document. A candidate for tenure and promotion will submit the dossier, as defined by the college, in the first semester of the sixth year, unless the candidate received time towards tenure and promotion at the time of hire.

vi. Post-Tenure Review *Promotion to Professor and Beyond*

Per the faculty manual, pursuant to SC Code of Laws Title 59-103-30, Coastal Carolina University maintains a system of post-tenure review. The purpose of post-tenure review is to ensure continued satisfactory performance of tenured faculty and to reward exceptional performance among faculty with the rank of Associate Professor/Librarian and Professor/Librarian. It is not intended to impinge upon academic freedom within the classroom or in research, publication, creative performance, or creative production in the theatre. Tenured faculty members will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or post-tenure review. In keeping with the teacher-scholar academic model, it is the department's belief that in order to achieve promotion in the post-tenure review that faculty members must present sustained evidence of being an effective teacher and effective practitioner of their discipline. Service is expected and will be defined by the department in section V of this document.

II. CRITERIA FOR PERFORMANCE EVALUATION

The Performance Evaluation is a faculty self-assessment process that includes detailed information regarding all activities and accomplishments in teaching, scholarly and creative, and service activities for the period under review. All performance evaluations will be assessed by the department chair at the end of each Spring semester. Faculty can find the online "Performance Evaluation" system on the university's website.

Due to the importance of the performance evaluation process, it is imperative that faculty maintain a thorough and accurate account of all annual activities regarding their progress in teaching, scholarly and creative, and service activities. These evaluations, along with the supporting evidence are fundamentally important in the process of evaluating a faculty member's progress towards tenure and promotion and beyond. The evidence that faculty submit should be based on the criteria set forth by the department. Faculty will also be required to submit an updated curriculum vita and institutional student evaluations for all courses taught during the review period. All faculty performance evaluations must be submitted to the Chair by the end of the Spring semester.

Rating Scale and Department Chair Evaluation

The Chair will assess all faculty performance evaluations and will respond with comments, recommendations, and a rating based on the criteria outlined in teaching, scholarly and creative, and service activities. All faculty are responsible for reading the department chair's review and acknowledging by signing the document electronically. The rating scale listed below will be referenced by the Chair in the assessment of the faculty's performance evaluation; please see section I. iii for a full explanation of what each term means.

Unfavorable
Conditional
Favorable
Exceptional

At the beginning of the fall semester, the Chair will meet with each faculty member that is working towards tenure and promotion to discuss the previous academic year's performance evaluation. Faculty that have achieved tenure and promotion have the option of meeting with the department chair to discuss their evaluation.

Procedure for Appeal of the Evaluation

If the faculty member deems the Chair's evaluation to be unfair, the faculty member must file a letter with the Dean requesting a written review of the Performance Expectation by the Dean. The Dean will then provide written comments and interpretation of the faculty member's performance, citing supporting evidence if the evaluation differs from that of the Chair. All appeals must be submitted to the Dean's Office within 15 working days of the receipt of the evaluation.

III. CRITERIA FOR EVALUATION OF TEACHING, SCHOLARLY AND CREATIVE, AND SERVICE ACTIVITIES

Promotion to Associate Professor and Tenure, Professor, and Beyond

- i. Tenure will not be given without promotion, nor will promotion be given without tenure.
- ii. Annual performance evaluations should average a 2 or above (on a scale of 0-3, with 3 being the highest).
- iii. The majority of an individual's Scholarship and Creative Activity must come from professional work (in their discipline), conference presentations, and / or publishing academic research. It is the applicant's responsibility to provide sufficient data explaining any substitution and why an activity should be considered the equivalent of a particular creative endeavor.

i. TEACHING

The successful teacher-scholar in the Department of Theatre will maintain content currency in all courses; employ pedagogical diversity to improve student learning; maintain high performance standards for students; uphold a high standard of professionalism in the preparation of teaching materials and in the mentoring of students; observe institutional regulations regarding class meetings and final examinations; and exhibit civility, approachability, and fairness in interactions with students and faculty.

The faculty are responsible for producing a full season of mainstage productions each academic year and put a high value on the positive and productive collaboration with other faculty in the department that makes this possible.

Syllabi and course materials are expected to meet University and NAST accreditation standards.

Activities Performance Indicators include (as relevant to candidate and discipline):

- Classroom teaching
- Mainstage production responsibilities
- Mentoring of student research or creative project (departmental productions)
- Supervising independent study
- Course and curriculum development
- Course and curriculum maintenance (updating syllabi, course content, materials and / or technology)
- Participation in teaching seminars and workshops

Documentary Performance Indicators include (as relevant to candidate and discipline):

- Student evaluations (University and Departmental)
- Documentation of successful student work produced during the evaluation period.
 - The documentation of this work should be as descriptive as possible to inform and educate evaluators.
- Teaching awards and commendations
- Classroom observation and evaluation (Tenure-Track and Lecturers)
 - (A standardized evaluation form or rubric should be used for this assessment)*
 - Chair** –Three classroom visitations and teaching evaluations per six-year review period.
(The Chair is responsible for initiating and scheduling his/her observation/assessment with the candidate)
 - Peer** –within the six-year review period, faculty must have three class visitation/ teaching evaluations conducted by a senior faculty member or CeTEAL representative. *(The faculty member being evaluated should initiate and organize class observation with senior faculty member or CeTEAL)*
- Evidence of pedagogical growth through sample syllabi, assignments, examinations, and other course materials within the six-year review period.
- Evidence of student learning (e.g. student exhibitions, presentation or publication beyond the classroom)
- Graduate school acceptances; career and public service accomplishments of graduates

- Evidence of innovative methods and effective use of technology in pedagogical practices
- Evidence of participation in departmental assessment
- Evidence of scholarship in the area of teaching through CeTEAL courses
- Under the teacher/scholar model, regardless of scholarly/creative activities, the applicant cannot be successful with a record of conditional or unfavorable teaching.

ii. SCHOLARLY AND CREATIVE

- A. *All activity must have thorough and clear documentation. It is incumbent upon the candidate to provide justifiable documentation for the quality and prestige of theatrical venues. Additional information regarding reviews, intended audience, performance space or venue, and importance of the show / production, will further educate anyone reviewing the dossier. Any awards should be listed; an ongoing record of awards is a testament to the artist's achievements.*

Participation in CCU mainstage productions is expected and will be considered part of university teaching; these productions should be listed under university teaching and do not become part of your professional creative activity record.

Institutions and departments are obligated to provide a sufficiently flexible schedule and adequate support to allow the teacher/artist/scholar to pursue those creative and/or scholarly endeavors appropriate to promotion and tenure.

Tenure and Promotion to Associate Professor

Evidence of achievement in Scholarship, Creative Activities, and Professional Development may be demonstrated through a wide variety of means, but each must reflect high standards of scholarship or artistry in order to qualify as appropriate reflections of achievement. Professional activities of the faculty member will be evaluated in terms of *quality and quantity*, importance to the field, and scholarly significance.

The majority of theatre faculty (not involved with traditional publishing) will be expected to work professionally in their discipline. Over the six year review period, it is expected that a candidate for tenure will be actively and regularly seeking opportunities to work professionally outside of the university. A candidate for tenure and promotion should expect to fulfill professional contracts over the period of review in accordance with **one** the following tiered metric options:

- One (or more) Tier One metrics from Public Performance *or* Publishing. One (or more) Tier One metrics from Conference Presentation.
- Three (or more) Tier Two metrics from Public Performance *or* Publishing. Two (or more) Tier Two metrics from Conference Presentation.
- Six (or more) Tier Three metrics from Public Performance *or* Publishing. Two (or more) Tier Two metrics from Conference Presentation.

Candidates are allowed to substitute up Tiers in a given area, for example, one may submit Three 'Tier Two' Public Performance metrics, and one 'Tier One' Conference presentation metric.

Public Performance

Tier One

- Nationally recognized professional theatre contract AEA, SDC, USA, AGVA
- Nationally recognized professional film / TV contract SAG / AFTRA, IATSE, DGA, USA, WGA
- Devised work for nationally / internationally recognized arts organization
- Commercial or variety entertainment (work for hire)

Tier Two

- Paid contract with regional / local theatre within discipline

- b. Devised work with regional / local arts organization
 - c. Independent film
- Tier Three
- a. Volunteer contract to local / community theatre within discipline
 - b. Board member or advisor to local / community art organization / theatre
 - c. Consulting (within discipline)

Publishing

- Tier One
- a. Refereed presentation and / or publication
 - b. Textbooks or chapters in textbooks
 - c. Monograph
 - d. National or international research grant
 - e. Juried publications / presentations at national conferences

- Tier Two
- a. Juried publications / presentations at regional conferences
 - b. Published articles, reviews, or abstracts
 - c. Co-authoring or co-editing articles, chapters, etc.

- Tier Three
- a. Garnering research grants and / or awards
 - b. Communicates with media on activities related to the disciplines

Conference Presentation

- Tier One
- a. Presentations to professional organizations
 - b. Presentations / workshops at national conferences
 - c. Presentations / workshops at other academic institutions
 - d. Advising students traveling to regional and / or national conferences to present their research
 - e. Leadership / Governance position within national / regional conferences.

- Tier Two
- a. Participation / presentation in regional conference panels / workshops
 - b. Leadership / Governance position within state conferences
 - c. Presentations to K-12 Teachers
 - d. Participation / presentation in state conference panels / workshops
 - e. Giving workshops for other faculty in pedagogy for, or content within, the disciplines
 - f. Presentation to the public / community

Activities Performance Indicators include (as relevant to candidate and discipline):

- **Publication** (books, articles, chapters in edited volumes, monographs, journals, computer software, periodic columns, electronic media, etc.)
- **Professional creative work** (directing, acting, designing, choreography, dramaturgy, stage management, etc.)
- **Conference presentations** (international, national, regional)

Documentary Performance Indicators include (as relevant to candidate and discipline):

- Professional contracts
- Prompt books, directors' production books, study guides, and program notes
- Promotional materials (programs, reviews, posters, ads)
- Designs, process photos, research, working drawings, light plots, and other supporting material
- Letters from the public, testimonials, awards

- 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
- Scholarly presentations and chaired sessions at regional, national, and international conferences
- Scholarly publication
- Publication of an original work (play or musical)

Theatre faculty should at least attend a minimum of 2 conferences, workshops, or indicate participation in a professional organization in their field of study within an evaluation period to show involvement and curiosity in their discipline. This activity can be national or regional.

Promotion to Professor and Beyond

One should continue Scholarly and Creative work per 6-year period, using the same Tier system. The work should be within disciplines related to one's field of study and expertise.

iii. SERVICE

University Service includes but is not limited to a combination of committees at the departmental level, college level, and university level. **Two** activities on average per year should be submitted from one or both of the categories below. At least one activity must be from the broad list of University Service activities. The department of theatre is very active in the recruitment of potential students, and all faculty are expected to regularly participate in this endeavor, in addition to university service requirements outlined above.

Service Categories

- Departmental*: search committees, accreditation committees, internal curriculum, area assessment, etc.
- College*: college curriculum committee, college assessment, etc.
- University*: faculty senate, senate sub committees, senate ad hoc committees, etc.
- Profession*: membership and participation in professional unions and organizations
- Club advising (Upstage, Alpha Psi Omega)
- Pro bono services for the department, college, and university organizations
- Lectures or workshops (either given or organized) outside of the classroom environment
- New course development and/or reassessment of existing courses as well as uncompensated Independent Study courses may be considered part of departmental service
- Recruitment for the department of theatre (auditions, interviews, campus tours, email campaigns, high school workshops, outreach, orientation, and festival adjudication)

Community Service

Community service (for the purposes of review) should be limited to service that relates to one's teaching and/or artistic expertise.

Note—Hours spent on committee work may override the perceived prestige of a committee. One should identify efforts and hours devoted to service.