

**Department of Visual and Performing Arts
Theatre and Dance**

**College of Letters, Arts and Sciences
University of Colorado Colorado Springs**

**Criteria, Standards and Evidence for Reappointment,
Promotion and Tenure**

July 1, 2020

The Theatre and Dance Program at the University of Colorado at Colorado Springs (UCCS) encourages a model of faculty engagement across both the academic and practical side of theatre and dance, and performance. This includes the integration of theory (research/scholarly work) and practice both in the classroom and in production situations. The “production classroom” (i.e., creative production work involving students outside of traditional curriculum: plays, festivals, etc.), in addition to the formal classroom, is viewed as a vital component of the Theatre Program. At the same time, professional practice outside of the university setting is also valued.

Theatre faculty with PhDs will be expected to demonstrate excellent scholarly achievement. Faculty with MFAs will be expected to have a considerable artistic output. Those with both degrees will expect to have an appropriate combination of both. Though artistic and research output percentages will vary from year to year, double-degreed faculty will not overwhelmingly favor one at the expense of the other. Those with single degrees who do work outside of their degree’s expertise (i.e. MFAs who publish scholarship or PhDs who produce artistic work) should receive valuation for that work if it crosses into the area of excellence.

The Theatre and Dance Program at UCCS acknowledges that creative work, research, and teaching are often intertwined and, therefore, equally values creative activities on and off campus. In addition, Theatre and Dance faculty are encouraged to generate creative work activities on campus. Creative work and professional theatrical activities undertaken in professional theatre venues (directing, choreographing, performing, designing, and dramaturgy) are professional endeavors that *carry a weight equivalent to a peer-reviewed publication* and thus are duly recognized as necessary and relevant towards a candidate’s promotion and tenure.

Tenure, promotion and reappointment considerations based on Research (i.e. theatre or dance history, dramatic literature, performance studies) include excellence in scholarship, public presentations, and publication in the candidate’s particular area.

As permitted in APS 1022, the faculty of Theatre and Dance have voted not to have a vote of the primary unit faculty as a step in the reappointment, promotion, and tenure process.

CATEGORIES:

Contributions in CREATIVE/SCHOLARLY WORK and TEACHING are evaluated based on the following criteria. It is understood that these are examples of output, not a full checklist of elements that are necessary for each candidate:

Creative Work

Significant creative activities include, but are not limited to following. These carry the value of a peer-reviewed journal publication.

1. Direction/Choreography or Assistant Direction/Choreography (with major responsibilities) of full-length plays or performances in a professional setting. Included in this are student productions in the mainstage space (Dusty Loo Bon Vivant Theatre or comparable space).
2. Arts Festivals (Organization or major creative involvement).
3. Acting/dancing a principal role in full-length play or dance piece.

4. Production and/or publication (as individual play script or in anthologies) of original full-length plays.
5. Dramaturgy of a full-length plays or performances.
6. Translation or adaptation of full-length plays.
7. Vocal, Movement or Acting Coaching for full-length productions.
8. Lighting, Set, Costume, Sound design of full-length productions.

Secondary creative activities include, but are not limited to the following:

1. Direction or choreography in the following scenarios: Staged readings in a professional setting; Osborne season productions or comparable scenarios involving students.
2. Acting/dancing a principal role in short plays.
3. Original playwright, translator, or adaptor of short plays.
4. Lighting, Set, Costume, Sound design of one-act or shorter productions.
5. Technical direction of short plays or performances.
6. Invited Lectures or Workshops.
7. Authorship of grant proposals or applications and the receipt of grants or fellowships.
8. Dramaturgical or Directorial program notes, outreach materials, etc.

For the activities listed above, invited productions/performances/work (i.e. by audition or invitation) weigh more heavily towards tenure than Non-Invited Productions/Performances, but both are considered significant contributions to the field and evidence of an active and developing theatre artist.

Forms of documentation for the above activities include pictures; copies of original plays; copies of reviews, previews, media coverage; design renderings; video documentation; etc.

[The “production classroom” (i.e., creative production work involving students outside of traditional curriculum: plays, festivals, etc.) is viewed as an appropriate means of evaluating teaching *as well as* creative work.]

Research/Scholarly Work

Significant research activities (listed in order of significance) include, but are not limited to:

1. Publication of a book or textbook related to the candidate’s specific area of expertise or related field.
2. Editing of published collections in the candidate’s specific area or expertise or related field.
3. Articles published in peer-reviewed professional journals.
4. Editing of special issues of scholarly, peer-reviewed journals.
5. Presentation of papers at regional or national conferences where papers submitted and are reviewed by peers.
6. The publication of reviews in peer-reviewed professional journals.

Secondary research activities (in no particular order) include, but are not limited to:

1. Articles and reviews published in non-peer reviewed journals, magazines, newsletters or newspapers.
2. Invited lectures or workshops.
3. Authorship of grant proposals or applications and the receipt of grants or fellowships.
4. Organization or moderation of panels at scholarly conferences or professional venues.
5. Publication or production of scholarly work or learning aids such as CDs, videos, web-sites.
6. Manuscripts under review at refereed journals or scholarly presses.
7. Scholarly work in progress.

Teaching

The candidate is expected to demonstrate a commitment to teaching, evidence of which will be the demonstration of skill and innovation in the development and presentation of course material. It is also expected that the candidate will take measures to improve his or her teaching, interact with students in an advising capacity, contribute to curriculum development in the department, and, if appropriate, participate in the “production classroom” by lending his or her expertise to university sponsored productions. Evaluation of teaching success and rigor as well as contributions to the teaching mission of the Theatre and Dance program through curriculum building, among other activities, can be evidence through (**but not limited to**) any of the following:

1. FCQs.
2. Student evaluation of teaching on forms designed in regard to specific course content/ pedagogy, or unsolicited reviews from students.
3. Contributions to the VAPA/THTR/DNCE curriculum.
4. Contributions to the interdisciplinary teaching mission of VAPA/THTR/DNCE.
5. Student promotion in off-campus arts/theatre programs, arts/theatre competitions.
6. Quality of “production classroom.”
7. Teaching awards and other outstanding accomplishments in instruction.
8. Peer evaluation of teaching.
9. Course organization.
10. New course development.
11. Teaching improvement activity undertaken by faculty (workshops, conferences).
12. Evidence of student recruitment.
13. Student advising and mentoring.
14. Student supervision in professional experience activities and/or independent studies.
15. Preparation of course material.
16. Facilitation of student development (Centers of Excellence, library knowledge, learning disability recognition, encouragement of students).
17. Innovations in teaching outside the classroom.
18. Supervision of students in professional experience activities, internships, and/or independent studies. This includes, but is not limited to, bringing students to conferences, teaching them peer review skills, and others at both the undergraduate and graduate levels.

19. Teaching contribution at any institution in addition to the University of Colorado Colorado Springs.
20. Positive commentary on blogs and instructional videos on YouTube, invitations to guest lecture in other courses or settings, invitations to participate in documentaries, podcasts, newspaper and radio interviews and other media formats where we teach through scholarship.
21. Contributions of teaching to diversity and inclusion.

Leadership and Service

The candidate will demonstrate a commitment to service to the University, the field, and the greater community. Expectations of this commitment will vary and will be determined in coordination with department leadership. Examples of service are included below:

1. Duties as Program Director, Chair or Associate Chair.
2. Service on College, University or CU System committees.
3. Student advising and mentorship.
4. Organization of community discussions, colloquia, events.
5. Service on hiring and promotional committees.
6. Visiting lectures and service to other theatre/dance/arts organizations.
7. Arts board membership and professional affiliations.
8. The promotion of UCCS Theatre and Dance content and ethos to the greater community.

INITIAL REAPPOINTMENT REVIEW:

TEACHING: The candidate will be evaluated based on the list highlighted in this document. At initial reappointment, the candidate shall have made strides to address many of the criteria on this list.

CREATIVE WORK/RESEARCH: The candidate is expected to present evidence of progress toward the establishment of a record of significant and secondary creative activities or research (see above definitions). Evidence of progress would include one significant or two secondary creative or research activities.

LEADERSHIP AND SERVICE: The candidate will have satisfied his or her obligations to departmental service.

In all categories, the candidate will be reviewed as “on track for tenure”, “not on track for tenure but could meet standard for tenure with appropriate corrections” or “not on track for tenure”.

COMPREHENSIVE REAPPOINTMENT REVIEW:

TEACHING: Continuation and development of the above criteria.

CREATIVE WORK/RESEARCH: The candidate is expected to demonstrate evidence of having established a creative works and/or research record. Evidence of an established research record includes several elements of significant research/scholarly work as listed above and several secondary research activities, or an appropriate combination of both. The completion of a book-length study pertaining to the candidate's field of expertise (a manuscript accepted for publication with a university press is evidence of this) is seen as the highest achievement of research activity. As noted above, conference presentations where articles are refereed by professional participants may be evaluated as a significant element of research output.

Faculty with both an MFA and PhD will be evaluated on creative work and research. They will not be expected to fulfill all of the criteria for both sections, but rather an appropriate combination. This means that the faculty member will be expected to actively be involved each year on scholarly and artistic pursuits.

It is understood that placing precise numbers on artistic/scholarly output is impossible based on the wide range (and size) of production possibilities for faculty in the theatre. Assessment has to come on a case-by-case basis.

LEADERSHIP AND SERVICE: The candidate will be expected to demonstrate service activity at the department, campus, and community level.

In all categories, the candidate must demonstrate sufficient progress toward tenure to justify reappointment. The candidate's record of teaching, research, and service are evaluated separately, indicating whether the candidate is "on track for tenure" and meritorious or excellent in teaching, scholarly/creative work, and leadership and service; "not yet on track for tenure but could meet standards for tenure with appropriate corrections"; or, "not on track for tenure"

TENURE AND/OR PROMOTION TO ASSOCIATE PROFESSOR REVIEW:

According to the Regents Policies tenure may be awarded only to faculty members with demonstrated meritorious performance in each of the three areas of teaching, research or creative work, and service, and demonstrated excellence in either teaching or research/creative work.

TEACHING: A recommendation for tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level that furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. The candidate will also be evaluated based on the list of teaching contributions highlighted in this document.

Meritorious: Considerable emphasis will be placed on the teaching contribution of the individual. In addition to FCQs, other evidence of effective teaching should be used to support this rating. See “Teaching” list above for some (but not all) appropriate evaluative mechanisms that may be used to illustrate teaching contributions. New course creation and evidence of raising the quality of the theatre and dance curriculum are important in the review. Please note: Important as student evaluations are, they will be used in context of such factors as course rigor, course level, class size, and course objectives. Hence, FCQs should not be the sole evaluative instrument used. A rating of meritorious is to be regarded as a positive judgment, reached when the preponderance of these various indicators suggests somewhat less success than for the excellent rating.

Excellent: The candidate will be successful at teaching a wide variety of classes, demonstrate a significant impact on curriculum development, evidence of experience in implementing a variety of methodologies and teaching techniques, evidence that the majority of classes taught are rigorous and challenging for UCCS students, evidence that the professor raised the level of teaching in their area of expertise for the department and campus. A high volume of curriculum development and investment in the growth and maturation of a program should be given considerable weight. A rating of excellent requires clear evidence from FCQs as well as other evaluative means listed above.

CREATIVE WORK/RESEARCH: The expectation is that the candidate will have made artistic and/or scholarly contributions relative to the field. An established creative works record is defined as several significant invited creative activities and secondary creative activities as detailed above. It is expected that the candidate will have achieved local/regional recognition in the form of reviews, awards, grants, fellowships and/or media coverage for creative work.

An established research record is defined as several elements of significant research/scholarly work as listed above and evidence of secondary research activities as detailed above. The completion of a book-length study pertaining to the candidate’s field of expertise (a manuscript accepted for publication with a university press is evidence of this) is seen as the highest achievement of research activity. As noted above, conference presentations where articles are refereed by professional participants may be evaluated as a significant element of research output. It is expected that the candidate will have achieved regional/national recognition. As stated in the guidelines for promotion and tenure published by the College Art Association, the demand for creative/research accomplishment must be realistic in relation to the teaching load and the financial support available for necessary creative work and research activity. Due to the nature of theatrical production, a national reputation for creative work in the Theatre and Dance Program is not expected unless funds are available to provide appropriate temporary replacement for faculty during their absence.

It is understood that placing precise numbers on artistic/scholarly output is impossible based on the wide range of production possibilities for faculty in the theatre. Assessment has to come on a case-by-case basis. In general, meritorious and excellent contributions will be determined as follows:

Meritorious: a range of regional professional theatrical engagements, publications, grant approvals, and other from the criteria of the theatre research / creative work activities list. Candidate should demonstrate progress and success in these career development endeavors.

Excellent: a range of regional professional theatrical engagements, publications, grant approvals, invitation or engagements at a regional and national level as an artist and/or scholar, evidence of publications and in-progress publications in the candidates area of expertise or evidence of collaboration with artists or colleagues who can be articulated as having a prestigious reputation in their field of expertise.

Faculty with an MFA and PhD will be evaluated on creative work and research. They will not be expected to fulfill all of the criteria for both sections, but rather an appropriate combination of both. This means that the faculty member will be expected to actively be involved each year on several scholarly and artistic pursuits.

LEADERSHIP AND SERVICE: The candidate will be expected to demonstrate service contributions to the department, campus or university, community, or his or her field.

A rating of “meritorious” requires meeting service responsibilities within the Theatre and Dance Program/VAPA department and service to the college, campus, community or profession. A rating of “excellent” requires meeting multiple service responsibilities within the Theatre and Dance Program/VAPA department and any service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered. Note: For the candidate serving as Theatre Program Director, the vast majority of their service requirement will be fulfilled and justified by the completion of their official duties as Program Director and Area Head within the VAPA Department.

PROMOTION TO FULL PROFESSOR REVIEW:

The candidate’s record in teaching, research, and service will be evaluated as a whole as below expectations, meritorious, or excellent. Following CU Regents’ rules, promotion to full professor requires “a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service.”

TEACHING: The candidate must demonstrate continued evidence of improvement in their skills, organization, commitment to, and innovations in teaching as outlined for earlier reviews. In addition, the candidate’s maturity and stature as a theatre practitioner/scholar should be reflected in the courses taught and ensembles directed. The range of methods for evaluating teaching outlined above will continue to be the basis for such review.

CREATIVE WORK/RESEARCH: The candidate must demonstrate continued evidence of growth and activity as a creative artist and/or scholar since promotion to associate professor.

This will normally mean the continuation of significant creative work/research beyond that for which the candidate was awarded promotion to associate professor.

LEADERSHIP AND SERVICE: The candidate must demonstrate continued commitment to the department, campus or university, community and/or profession. Note: For the candidate serving as Theatre Program Director, the vast majority of their service requirement will be fulfilled and justified by the completion of their official duties as Program Director.

POST TENURE REVIEW:

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define “meeting expectations” for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of “meeting expectations” or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member’s current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve “meeting expectations” or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of “meeting expectations” is still appropriate. Ratings of “exceeding expectations” or “outstanding” will be awarded for exceeding these standards.

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Version History

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