

Criteria and Standards for Tenure and Promotion of Theatre Arts Faculty

As stated on p.63 Of the 2003-2004 National Association of Schools of Theatre (our accrediting agency) Handbook, "The theatre unit must have procedures for appointing, evaluating, and advancing theatre faculty that promote objectivity and that ensure appropriate connections between personnel decisions and mission, goals, and objectives, especially as aspirations and purposes concern teaching, creative work, performance, research, scholarship, and service. Effective and fair evaluation is based on clear and accurate statements regarding responsibilities and expectations. The particular arrangements of elements and perspectives used to determine the quality of faculty work should be considered and articulated as clearly as possible for each faculty member.... Creative production and professional work in theatre should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement..."

In keeping with both the spirit and the letter of the NAST guidelines (stated above), **and with the understanding that the university already has a viable RTP process at work**, the Theatre Arts Program has established the following additional peer evaluation criteria and standards as regards tenure and promotion which are currently employed for the various theatre areas of instruction:

Criteria and Standards for Acting and Directing:

The effectiveness of the performance instructor's teaching methods are continuously on view through the student performer's work in departmental productions.

Among the concerns in consideration of performance area instruction are:

- 1) Does the instructor show an ability to motivate the expansion of students' performing talents and aesthetic sensibilities?
- 2) Is he or she sensitive to the individual needs of each student performing artist?
- 3) Is there a willingness to work on projects with students on an individual basis?
- 4) Is the instructor available to the student and prepared to offer career guidance pointing out options to the performance area?

With the establishment of the principle that production equals publication, the creative achievement of the theatre faculty may be judged from the standpoint of process and product. Among the questions to be asked via peer evaluations are:

- 1) Does he or she display professional work habits and discipline?
- 2) Is there ethical leadership motivating such things as the cast being prompt to rehearsal, having done their work at home and being prepared to work diligently?

- 3) Does he or she provide an atmosphere for creative growth on the part of the participants in the production?
- 4) Is sensitivity shown as to how this production fits into the curriculum and season as a whole? Are the other duties, such as teaching and counseling forsaken during production?
- 5) Is there a willingness to call upon colleagues for assistance?
- 6) Is there a coordination of production elements and resources and a spirit of cooperation with the production personnel?
- 7) Does the production possess a unity and artistic integrity?
- 8) What were the results of the handling of both auditory and visual elements in the production?
- 9) What was the production's effectiveness on the audience?

Criteria and Standards for Technical Theatre and Design:

- 1) Ability to interact with colleagues in the department/program.
- 2) Contact with students in a shop/laboratory situation on a one-to-one basis for 3-4 hrs per week.
- 3) Contact with students in a lecture or seminar situation.
- 4) Contact with students in the individual study or activity project situation.
- 5) Ability to communicate on a creative level with production staff, performance staff, and students.
- 6) Involvement in local, state, and national technical theatre or arts organizations on an active basis.
- 7) Awareness of current trends and practices in all areas of theatre arts in general and technical theatre, in particular (i.e., lighting, scenery, costume, sound, makeup, etc.).
- 8) Ability to go beyond the very specialized individual areas and make viable creative contributions in other related areas.
- 9) Active and regular contact with peers in other institutions around the country.

- 10) Ability to stimulate student interest in the technical theatre area and foster a professional attitude on the part of students.
- 11) Ability to teach accepted standards and practices in the various fields of specialty of technical theatre.

Criteria and Standards for Dramatic Literature, History and Theory:

- 1) Ability to communicate effectively the latest research and analysis in dramatic literature, history and theory.
- 2) The ability to collect, analyze and disseminate objective data.
- 3) The ability to interpret contemporary and historical experiences and research for both classroom and production use. (The field does not permit specialization to the exclusion of other facets of the theatre experience because, in the final analysis, research must contribute to a live, viable and communal theatre.)
- 4) Ability to foster and stimulate interest on the part of students in relation to historical, literary or theoretical theatrical concerns.