In all of these ranks, concerned and effective student advisement and responsible

f) The departmental chair submits the written report of the Committee and, if applicable, the Chair's report to the Dean, and provides written notification of the departmental recommendation(s) to the candidate.

D. Post Tenure Review.

The department adheres to university policy regarding post tenure review as outlined in the Faculty Handbook.

III. Requirements for Promotion

A. University Standards

The Faculty Handbook section 9.4.2 outlines IHL policy, specifying that a candidate for promotion in academic rank must display evidence of:

- Professional training and experience
- Effectiveness in teaching or librarianship
- Effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness, and responsibility
- Professional growth, such as research, publications, and creative activities;
- Service, such as economic development and teaching activities that further university goals or reflect favorably on the university

The Faculty Handbook also states that "promotion in academic rank requires demonstrable merit, on a continuing basis, in the categories of evaluation" (9.4.2).

The Faculty Handbook defines eligibility for Promotion in section (9.4.3): "In cases involving promotions from assistant professor to associate professor and from associate professor to Full professor, candidates must serve a minimum of five (5) years in the lower rank, thereby making a recommendation for promotion permissible during the fifth year of service in the lower rank and an approved promotion effective at the beginning of the following academic year."

In addition, in accordance with the Faculty Handbook Section 12.5 – three external referees will be used in the evaluation process of promotion to Professor. At least one of these referees must have the opportunity to view a candidate's work in performance.

B. Departmental Standards

Promotion is granted to those faculty who have attained a level of achievement based on evaluative categories set forth in the department, college and university guidelines.

integrate, and synthesize elements with internal conceptual and structural integrity" (Achievement, page 16). It is, in part, upon these criteria that we evaluate our creative scholarship. Of note, as there is uniqueness in the mediums used by the theatre faculty,

The Department of provides for the following minimum standards of evaluation for promotion in rank from Assistant Professor to Associate Professor.

- To hold a doctoral or other terminal degree or equivalent credentials in the discipline.
- To demonstrate evidence of good teaching.
- To demonstrate evidence of successful creative/scholarly activity that will lead to a level of distinction among the peers (regional, national and/or international) in the discipline. Specifically:
    - Unique artistic voice and point of view are emerging.
    - A growing body of work exists that meets or exceeds professional standards in context of developments in the field.
- To demonstrate evidence of participation in the professional work of the discipline, in ways other than teaching and research. (See page 16 for examples).
- To demonstrate evidence of ability to work well with colleagues and students

The Department of Theatre provides for the following minimum standards of evaluation for promotion in rank from Associate Professor to Professor.

- To hold a doctoral, M.F.A., or other terminal degree or equivalent credentials in the discipline.
- To demonstrate evidence of outstanding teaching.
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The Policies and Bylaws of the Institutions of Higher Learning mandate that the university do annual evaluations of all members of the faculty. These annual evaluations provide the basis for third year review and the results of these evaluations serve as primary evidence for the request for tenure and promotion. Thus annual evaluations provide a significant means in which continued employment, promotion, salary increases and tenure are determined.

Periodic evaluation of teaching, scholarly/creative activity and service is the means by which the department maintains the quality of its faculty. The faculty clearly feels that these reviews should originate at the departmental level and the responsibility for the evaluation should rest there, as faculty and chair are the most qualified and knowledgeable body to carry out this task. In other words, departmental annual evaluations are professional peer reviews. Those making recommendations based on these evaluations should be expected to provide objective evidence for their decisions.

Faculty evaluations should be weighted according to the distribution of load as determined by the chair in consultation with the faculty. This means that the proportion of Teaching to Research/Creative Activity to Service should be taken into account when determining the overall evaluation of each faculty member.

For the annual evaluation process, the faculty member should include data from student evaluations of teaching for the year under review. Faculty should discuss their scores within the context of their course learning outcomes and pedagogical strategies.

Faculty are required in their annual evaluation written submissions to be specific, reflective and to contextualize their teaching, research and service. Faculty members should explain the impact and importance of their professional work.

B. Criteria/Evaluative Categories for Annual Evaluation

1. Teaching

The desired outcome of teaching is learning. The sharing of knowledge and the student's application of that knowledge is the primary function of the College of Arts and Letters. An enthusiasm for teaching and inspiring students to reach their full potential are essential qualities for thoe ehei3 Tw T* [(Fac)1.1 -1.22 Tm seiat1(n o)11.sm(i)4(n(nti

In the Department of Theatre, teaching comprises but is not limited to many of the following:

- Instructing courses
- Participation in undergraduate and graduate course offerings
- Development of undergraduate and graduate courses in area of expertise
- Directing, designing or performing in theatrical rehearsals and performances
- Academic advising that reflects an equitable percentage of the total number of majors in the program
- Supervising and managing studios/laboratories
- Curriculum development at the unit level
- Supervising independent study
- Overseeing/mentoring students who receive academic credit for creating directing projects, writing new plays, acting roles, designs and application of theatre technology for theatre
- Serving as major professor or committee member for students pursuing graduate degrees, B.F.A. senior projects in theatre, and B.A. or B.F.A. senior Honors projects.
- Developing appropriate innovative teaching strategies
- Application of technology to enhance course content
- Developing assessment processes and instruments
- Developing class materials
- Expansion of curricula
- Working with students on audition work or portfolio development
- Continuous professional development exemplified through the deployment of new skills or areas of knowledge, taking relevant courses/workshops leading to new skills or to professional certification, etc.
- Supervising students as they prepare for academic or professional post degree life
- Developing exit competencies and assessment methods or instruments in support of them

All teaching personnel (including all regular full-time faculty, adjunct and part-time faculty) are expected to satisfy the following activities for a teaching evaluation rating equivalent to meets expectations/satisfactory

- During the first week of the term, provides classes with a detailed syllabus that includes reading and writing assignments, attendance policy, timely methods of assessment, and other information required by the Faculty Handbook
- Meets classes regularly. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the department office to cancel the class when advance notice is impossible

- Responds to student work thoroughly so that students may learn from the exercise and improve for the next. Written assignments and exams should be returned to students in a timely manner.
- Submits course grades by the final deadline.
- Demonstrates the following professional behaviors
    - teaching assigned course load as appropriate to departmental needs
    - meeting, holding, and dismissing classes at the designated time and place
    - preparing and distributing appropriate syllabi or other course materials
- Meets course standards for each course level as outlined by program,
- Demonstrates teaching effectiveness through mechanisms such as student course evaluations, through established departmental evaluation from peer or chair review, or through direct observation of classes.
- Provides additional evidence of teaching effectiveness with syllabi, examples of innovative teaching, assignments, or projects, service-learning activities, self or peer evaluations, or other documentation
- Maintains regular office hours

The use of student evaluation of teaching data exclusively in itself will not document the presence of learning. The candidate's documentation should be expressed in terms of outcomes. Therefore, examples of student work may be used as documentation of teaching/learning. (Refer to page 75 for explanation of criteria for effective teaching.)

Documentation for teaching/learning effectiveness for regular, full-time faculty could include but is not limited to:

- Student evaluation of course and instructor
- Written student comments
- Sample course materials, including course syllabi, assignments, samples of graded work, handouts, exams, videotapes, assessment instruments, etc.
- Development and instruction of new courses
- Substantial updating, improving and innovating of existing courses.
- Development of new approaches to teaching
- Voluntary peer review of teaching based on observation (the best documentation would be the remarks of several peers observing several classes)
- Unedited videotapes of teaching
- Sample assessment instruments, including tests or skills checklists/rubrics used in evaluating student progress
- Statistics from the tests and checklists/rubrics
- Video/audio tapes of performances and rehearsals
- Awards received by students for outstanding achievement
- Review of teaching and/or performances by outside adjudicators both of the

teacher and/or students

- The success of graduates in the marketplace
- Statistical data showing grade distribution
- Skill charts listing the number of students who attained certain skills in a given time period
- Teaching awards and/or nominations
- Letters from faculty members who have taken the professor's course
- Letters from former students, both undergraduate and graduate
- Publication in teaching related magazines or journals
- Documentation from attending and/or conducting teaching related workshops
- Evidence of past and present student achievement
- Application and/or receipt of summer teaching grant or other external grant
- Involvement in professional activities relating to one's teaching (such as pedagogical publications, attendance at workshops, etc.).

Additionally the Department of Theatre values the instructional development and achievement of its adjunct and part-time faculty, who may engage with the possible following activities for a teaching evaluation rating of exceeds expectations

- Develops curricula, new courses, course materials, etc.
- Updates course content, format, etc.
- Supervises teaching assistants, lab assistants, etc.
- Supervises field work, undergraduate and graduate research, etc.
- Integrates additional dimensions into teaching (technology, service learning, field experiences, etc.)
- Serves on graduate review committees, as appropriate to appointment

2. Research

The creative/scholarly activity in the Department of Theatre is as diverse and specialized as there are teachers/artists/scholars on the faculty. The primary evaluative criteria for creative activity is the quality of the performance, not the venue in which it is shown or performed. All department faculty are expected to be seriously and continuously engaged in ongoing creative research and/or activity. See pages 8-7 for explanation of criteria for evaluating research.

The faculty of the Theatre Department concedes that the relative isolation of Hattiesburg from major centers of professional performance when coupled with the unique nature of the art makes it diffitons iniqman4(a)g2(ns(a)1h1)4(hns)16t0(he(ns)16(005 Tw T*

campus performances the quality and level of achievement will be commensurate with the university's ability to support the activity with adequate and reliable levels of funding and reassigned time.

Creative/scholarly activities could include but are not limited to:

- Directing a theatrical production or restaging
- Performing a one person show
- Actingin a theatrical production or film
- Writing a play and having it produced or published
- Designing or being responsible for the theatre technology of a theatrical production
- Vocal coaching for a production
- Fight direction for a production
- Choreographing for musicals
- Choreographing for a play
- Actively auditioning and/or preparing auditions for professional engagements
- Collaborating with other university unwi.u 0 Tcrtval odf 0r prepa1(u)-4 0 Td ( )Td <0( )--4 0

- Having one, two, or three or more substantial, peer-reviewed articles published or accepted in journals significant in the candidate's field (including electronic journals)
- Having an edited scholarly edition of a playwright or author's work published or accepted for publication with a recognized university or commercial press that engages in rigorous professional review
- Presenting conference papers at industry organizations that engage in rigorous professional review
- Convening conference panels at industry organizations that engage in rigorous professional review
- Service on undergraduate and graduate committees in departments across the College of Arts and letters
- Advising literary or university-related clubs and student publications
- Giving lectures or workshops in the community
- Membership on editorial boards or executive committees of professional organizations
- Manuscript and article reviews for peer journals or academic or commercial presses
- Development, submission, and awarding (as lead investigator or partner) of substantial regional and national grant projects
- Literary management for local, regional, summer stock, educational, and professional theatre companies
- New play dramaturgy for script development, staged readings, and full productions at local, regional, summer stock, educational, and professional theatre companies
- Production dramaturgy for the Department of Theatre, and for local, regional, summer stock, educational, and professional theatre companies
- Authored book reviews published or formally accepted for publication with a recognized university or commercial press that engages in rigorous professional review
- Producing, production management, or managing direction for the Department of Theatre, and for local, regional, summer stock, educational, and professional theatre companies
- Consultant invitations and activities in any defined area of theatre for local, regional, summer stock, educational, and professional theatre companies
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Refer to page 5-7 for explanation of criteria for effective teaching.

<u>Documentation of Scholarly/Creative Work could include, but not limited to</u>
A portfolio documenting creative/scholarly activity could include:

- Internal and external peer review of the work presented

- Unedited video/audio tape of performances presented
- Slides and photographs of production design
- Photographs and/or DVDs of work in performance
- Logs and journals of research material leading to theatre and musical theatre performances
- Written prospectus and follow up analysis of self-defined creative research project
- Sketch journals documenting the design process leading to the creation of a visual art work
- Models and renderings of theatre designs
- Copies of grants that have been written
- Technical drawings, schedules and budgets required for executing theatrical scenery, costumes, lights and properties
- Play scripts published by reputable publishers
- Letters of invitation to perform/or design at regional and national events
- Awards and recognitions reflecting outstanding achievement in the field
- Programs from performances/productions
- Published review of works in the media, including magazines, newspapers, weblogs, etc.
- Letters of commendation from the Department Chair/Director/Dean

This issue of documentation of activity and quality of activity in the theatre arts is distinctive from other academic research areas, and even from the standards of documentation in other arts areas. The theatre arts are, by nature, ephemeral, and they are collective and collaborative instead of individual. The theatre program has approximately half of its productions adjudicated by respondents from American College Theatre Festival, which historically provides only one limited measure for external review. Other measures may involve ticket sales, audience response, and our own rigorous critical judgment to evaluate the quality of the creative work.

The Department expects that faculty members will continuously engage in both their own individual creative research and in the departmental creative environment that is a part of producing a season of public performances, studios, and showcases. Although a given production may occur in the Spring or in the Fall, there is often much work that goes into the project in the preceding semester. Most large productions require two semesters of work.

3. Service

Service activities include non-paid

creative/scholarly activity.

Service to the profession is activity with professional organizations representing specialized disciplines and/or teaching. These organizations can be local to international. Those evaluating service should be cognizant of the resources that have been available to the candidate for such activity.

Service to the community is activity in which faculty use the knowledge and skill of their discipline – without compensation – to help a community organization. CoAL highly values community connections that are created from the college faculty using their talent in behalf of community organizations.

Service to the department could include but not be limited to:

- Serving as a member or chair of a departmental committees, including search committees, tenure and promotion committees, third year review committees, theatre M.F.A. creative project committees, new building committee, etc.
- Advising student organizations related to a discipline such as Alpha Psi Omega
- Mentoring new colleagues in teaching and discipline related review
- Writing peer reviews for junior faculty members to use in their preparation for tenure and promotion
- Theatre faculty committee
- Project director for guest artists, including site preparation and logistics
- Project advisor to independent/non-credit student projects
- Project director to independent/non-credit student projects
- Preparing students for conferences or auditions or portfolio reviews
- Publicity director
- Textbook liaison
- High School Drama Festival
- American College Theatre Festival coordinator
- School visitations
- National Association of Schools of Theatre
- Creating outreach programs
- Serving as Principal Investigator on grants
- Production Management
- Managing Direction

Service to the college could include but not be limited to:

- Serving as a member or chair of a college committees including the college advisory committee, college council, calendar committee, DVD development committee, commencement committee, chair's committee, awards committee, or college ad hoc committees, or committees as construed by new College initiatives that do not otherwise appear in this document
- Advising recognized College of Arts and Letters student organization

- Teaching master classes at regional, state, national or international conferences/festivals
- Consultant/Mississippi State Department of Education
- Board Member or sub

transmitted to faculty members being evaluated and retained within departmental personnel files.