



AUBURN UNIVERSITY  

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COLLEGE OF LIBERAL ARTS

# GUIDELINES

## Theatre Department

Workload  
Faculty Annual Review  
Third-Year Review  
Promotion and Tenure

9/30/11

## DEPARTMENT OF THEATRE FACULTY DEVELOPMENT, ANNUAL REVIEW, AND PROMOTION AND TENURE GUIDELINES

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The Department of Theatre Faculty Development and Evaluation Manual supplements and complements the Auburn University Faculty Handbook and College of Liberal Arts guidelines. Since the basic and fundamental review of faculty takes place within the department, the purpose of these guidelines is to describe and elaborate upon the criteria and guidelines for faculty assignments, faculty evaluation, and promotion and tenure at the departmental level. Department guidelines are intended to conform to those of the Auburn University Faculty Handbook (revised 6/17/11) and the College of Liberal Arts. Therefore, it is important for faculty to study carefully the criteria, requirements, and procedures outlined in these guidelines and in the University and College documents. In event of conflict among documents, their precedence is University, College, Department. Any reference to the Faculty Handbook in this document refers to the current version.

The Theatre Department's faculty evaluation process is intended to guide faculty toward enhanced success; clarify faculty goals; inform annual assignments that reflect the short and long-term vision of the department; include faculty in discussions and decisions; and provide consistent and clear criteria for promotion and tenure recommendations, as applicable.

The faculty evaluation process in the College of Liberal Arts includes several components, among them the letter of appointment, annual workload assignment, and annual performance reviews and feedback. Tenure track and Clinical track positions include provision for promotion review. Tenure track faculty are subject to a third-year review to determine the extent to which the individual is making clear progress toward tenure. Failure to demonstrate clear progress in teaching, research, outreach, and service (as applicable to the faculty member's assignment) may lead to the issuance of a letter of non-continuance at any time before tenure. The focus of the third-year review for clinical track faculty is the faculty member's progress toward achieving promotion to associate clinical professor, yet still recognizing that clinical faculty are on continuing appointments that necessitate annual contract renewal. Failure to demonstrate clear progress in assigned areas of performance (such as clinical teaching, clinical outreach, service, scholarship, professional development) may lead to the issuance of a letter of non-continuance, effective at the conclusion of the annual contract in force..

Reference to "Tenure track" faculty in this document includes tenured faculty, unless otherwise noted.

### The Appointment Letter

The appointment letter defines broad expectations of the position, including percentages of the assignment allocated to teaching, research, outreach, and service. Examples of appointment letters may be found at the following URL:

[https://sites.auburn.edu/academic/COLA/CLA\\_Dean/cladeptguidelines/SitePages/Home.aspx](https://sites.auburn.edu/academic/COLA/CLA_Dean/cladeptguidelines/SitePages/Home.aspx)

### Annual Workload Assignment

Annual faculty assignments reflect that faculty members working in various disciplines contribute in different ways. Annual assignment plans reflect collaborative discussion between faculty and department chair. They provide opportunity to review progress, set goals, guide faculty toward success, and clarify metrics of evaluation. All Tenure track faculty, Clinical track faculty, Non-Tenure track faculty, Instructors, and Lecturers should participate in formalized annual assignment planning and feedback.

The College of Liberal Arts Workload Guidelines state:

Initial workload assignments for tenure-track faculty (TTF) are negotiated upon hire, and are distributed across all areas of responsibility; teaching, research/creative scholarly works, outreach, extension and service. Occasionally, administrative duties may also be included as a percent of a faculty member's workload if it is part of their normal assignment. Workload assignments may be adjusted on an annual

basis during the annual review process to reflect any changes in a faculty member's assignment for the following year. The department head/chair meets with each faculty member during the faculty annual review process to discuss and negotiate anticipated workload changes. The faculty member signs the annual review which includes the stated workload assignment for the following year to assure that every faculty member is aware of his/her responsibilities. The original signed annual review is to be kept in the departmental personnel file. Three copies are to be submitted to the Office of the Dean (one copy will be kept on file in the Dean's Office, one copy will be placed in the CLA's faculty personnel file and one copy will be delivered to the Office of the Provost).

### Description of Types of Faculty Positions

#### Tenure Track Faculty (TTF)

The "typical" annual teaching assignment for "research active" TTF is 5 courses<sup>1</sup> (or department FTE equivalent) equaling 62.5% per year. Consistent with university guidelines, all research active TTF are assigned a minimum 25% research/creative/scholarly outreach<sup>2</sup> workload for promotion and tenure purposes. The annual teaching assignment for "highly productive" research TTF is 4 courses<sup>3</sup> (or department FTE equivalent) equaling 50% per year. The status of highly productive research TTF requires the approval of the Dean. In situations where a tenured associate professor or professor is not fulfilling a 25% requirement for scholarly activity, the department chair will provide a memorandum of understanding (MOU) to ensure that a tenured faculty member has a 100% workload. In this case, the faculty member would be assigned a differential workload with a minimum of 10% research, in order to stay current in the field for teaching purposes. It is expected that the faculty member will receive an increase in the teaching load, with the understanding that he/she cannot be promoted just on teaching. Research productivity will be considered over a 3 year period. If a faculty member is not research productive for 3 years, then there will be an increase in the teaching load proportionally. During that 3-year period, if he/she does become productive and demonstrates that he/she can be productive for 3 years in research, then there will be a reduction in the teaching load to acknowledge the increase in research.

#### Clinical Track Faculty (CTF)

CTF are generally assigned teaching loads ranging from 5-8 courses a year (or department FTE equivalent). There is not a minimum research workload requirement. According to AU guidelines<sup>4</sup> the clinician title series is a professional series for appointment of appropriately qualified individuals who contribute to the university's academic mission by participation in activities which (1) predominantly involve clinical practice, (2) are of contractually specified duration, and (3) operate under contracts, grants, generated income, or other designated funds. Note, however, that CTF are expected to teach in the clinical setting.

#### Instructors/Lecturers

Instructors and Lecturers will be assigned 100% teaching loads of 8 courses per year. Any exceptions will need approval by the Dean. In addition to the definition of teaching stated in the faculty handbook, teaching in CLA includes: holding regular office hours, mentoring and advising students, keeping current in the field, attendance of departmental meetings relevant to teaching, participating in departmental life and the engagement of students.

#### Non-Tenure-Track Faculty (NTTF – as designated by HR)

NTTF may be assigned some teaching; but it cannot exceed one course per semester and three courses per year.

Appendix 1 outlines the university's expectations for teaching, research, outreach, and service.

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<sup>1</sup> A course is defined as a 3 contact hour course.

<sup>2</sup> "In terms of your questions, it is my understanding that the former Provost said that a tenure track faculty member on hire must have a minimum of 25% research, scholarship of pedagogy or outreach, or creative activity. Therefore, I will continue that tradition."  
- Email from Dr. Mazey sent to Paula Bobrowski 5/10/2009.

<sup>3</sup> Ibid.

<sup>4</sup> [http://www.auburn.edu/academic/provost/clinician\\_positions.html#appointment](http://www.auburn.edu/academic/provost/clinician_positions.html#appointment)

Workload adjustment for sabbaticals and leaves. Faculty on sabbatical or professional development leave related to teaching would normally be evaluated as a temporary 100% teaching appointment for leave extending across the evaluation period. Faculty on sabbatical or professional development leave related to research would normally be evaluated as a temporary 100% research appointment for leave extending across the evaluation period. A similar allocation may apply for other types of leave. In any case, the evaluation metrics must add up to 100% and factor in the faculty member's regular appointment during the portion of the review period not on leave.

*See Appendix 2 for Departmental Workload Guidelines.*

#### Annual Performance Reviews and Feedback

The annual review serves as a tool for faculty development at all ranks, regardless of tenure status.

All faculty receive annual evaluations. All Tenure track faculty, Clinical track faculty, Non-Tenure track faculty, Instructors, and Lecturers should participate in formalized annual assignment planning and feedback.

*Performance Descriptors.* The annual review of performance in each area to which one is assigned will be assessed a performance score of 4 - Exemplary (characterizing performance of high merit), 3 - Exceeds Expectations (characterizing performance of merit), 2 - Meets Expectations (characterizing performance sufficient to justify continuation but, for areas of expected significant contribution, not sufficient to justify promotion or tenure), 1 – Marginal (characterizing performance that may not be sufficient to justify continuation) or 0 – Unacceptable (characterizing performance not sufficient to justify continuation).

*See Appendix 3 for Workload Distribution and Performance Review Chart.*

The annual review normally covers performance for the preceding calendar year. Research productivity will be considered over a 3-year period. Evaluative statements from previous years will be consulted to determine response to previous suggestions for improvement and to determine the extent to which the individual is making progress toward promotion and tenure, if applicable, to their appointment.

*See Appendix 4 for Departmental Annual Review Guidelines.*

#### *Written evaluation report*

The AU Faculty Handbook states:

The unit head shall prepare a written report summarizing the major points of the conference. A copy of the report shall be provided to the faculty member within a month of the conference. If there are no objections, the faculty member shall be asked to sign it as confirmation of having seen it. If the faculty member does not agree with the material in the report, he or she may write a response to be appended to the report. A copy of the signed report and response, if there is one, is to be retained for the faculty member's departmental personnel file; another copy is to be given to the faculty member; a third copy is sent to the Office of the Provost. To the extent permitted by law, the report is to remain confidential, available only for the use of the concerned faculty member and any University officials who have supervisory power over the faculty member.

#### Third-Year Review

The AU Faculty Handbook states:

Each department shall conduct a third year review of all its probationary faculty members. This shall take place no later than 32 months after initial appointment, normally before April 30 of the faculty member's third year. The head shall request a current vita and any supporting material the head or the faculty

member deems appropriate prior to the review. The particular focus of this review is the faculty member's progress toward achieving tenure. The review therefore must address the criteria for tenure set forth in this document. To be maximally useful to the candidate and the department, the review shall involve the entire tenured faculty. In order for it to accurately reveal the judgment of tenured faculty, it shall conclude with a vote on whether or not, in the judgment of the tenured faculty, the candidate is making appropriate progress toward tenure. The result of the vote shall be announced at the meeting. Faculty should understand that this vote is not a commitment to grant or deny tenure in the future.

The head shall prepare a written report covering the findings of the review, and characterizing the nature of the vote. The procedure described above for the report on the yearly conference shall be followed, with the difference that this report may be consulted by the tenured faculty when the faculty member is a candidate for tenure; otherwise, the report is to remain confidential [to the extent allowable by law].

*See Appendix 5 for Departmental Third-Year Review Guidelines.*

### Promotion and Tenure Review

The AU Faculty Handbook states:

Promotion is based on merit. A candidate for promotion should have acceptable achievements in the areas of 1) teaching and/or outreach and 2) research/creative work. He or she is further expected to demonstrate over a sustained period distinctive achievement in one of these areas or achievement in both areas comparable to that of successful candidates in the discipline in the past five years. In addition, he or she is expected to have contributed some service to the University. Candidates covered by Provost approved departmental promotion and tenure guidelines will be evaluated accordingly. For candidates not covered by Provost approved departmental promotion and tenure guidelines, the criteria for teaching, research/creative work, and outreach described below [see Appendix 1] shall be considered by the faculty in the evaluation of a candidate's performance and achievement. The candidate's employment conditions and academic assignments shall determine which criteria are most emphasized, and standards for promotion are based on the weights of each performance area as described in the letter of offer and subsequent annual evaluations. Credit shall also be given for contributions above and beyond specifically assigned duties.

Appendix 1 outlines the university's expectations for teaching, research, outreach, and service.

Regarding tenure, the AU Faculty Handbook states:

Auburn University nurtures and defends the concept of academic tenure which assures each faculty member freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one's teaching, research/creative work, outreach work, and service. In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria and, where applicable, in approved departmental guidelines, the candidate for tenure must also demonstrate potential to contribute as a productive and collegial member of the academic unit in all relevant areas.

Candidates for promotion and tenure should carefully read the Promotion and Tenure policies found in the AU Faculty Handbook. A timeline for the candidate's submission of materials for evaluation for promotion and tenure will be established each year by the Office of the Provost

*See Appendix 6 for Departmental Promotion and Tenure Guidelines.*

### Post-Tenure Review

Tenured faculty at Auburn are subject to post-tenure review as outlined on the Provost's website at the following URL: [http://www.auburn.edu/academic/provost/policies/2009-11\\_post-tenured-review-policy.pdf](http://www.auburn.edu/academic/provost/policies/2009-11_post-tenured-review-policy.pdf)

## Appendix 1

### Auburn University's Expectations for Teaching, Research, Outreach, and Service

#### Teaching

The AU Faculty Handbook states:

Since a primary activity of the University is the instruction of students, careful evaluation of teaching is essential. Because of the difficulty of evaluating teaching effectiveness, faculty members are urged to consider as many relevant measures as possible in appraising the candidate. These include consideration of the candidate's knowledge of the subject and his or her professional growth in the field of specialization; the candidate's own statement of his or her teaching philosophy; the quality of the candidate's teaching as indicated by peer and student evaluations and teaching awards; performance of the candidate's students on standardized tests or in subsequent classes; the candidate's contributions to the academic advising of students; the candidate's development of new courses and curricula; the quality of the candidate's direction of dissertations, theses, independent study projects, etc.; and the quality of pedagogical material published by the candidate.

#### Research/Creative Work

The AU Faculty Handbook states:

A faculty member engaged in research/creative work has an obligation to contribute to his or her discipline through applied and/or basic research, through creative endeavors, or through interpretive scholarship. To a large extent, each discipline and each department must determine how much and what quality of research/creative work is appropriate for promotion (and/or tenure) and judge its candidates accordingly. In appraising the candidate's work, faculty members should consider the quality and significance of the work, the quality of the outlet for publication or exhibition, and, in cases of collaborative work, the role of the candidate.

Research and creative work ordinarily can be documented by a candidate's publications or performances/exhibitions. Publication subjected to critical review by other scholars as a condition of publication should carry more weight than publication that is not refereed. Nevertheless, all forms of publication, including articles intended for a non-academic audience, should be considered provided they are of high quality in relation to the purpose intended. Scholarly papers subjected to peer review and delivered at a regional or national conference and creative work subjected to peer review and performed or exhibited on a regional or national level should carry more weight than work done only on a local level.

Successful efforts in obtaining extramural support for research/creative work (as well as for teaching and outreach programs) should also be positively considered in evaluation of the candidate.

#### Outreach

The AU Faculty Handbook states:

Outreach refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit missions. A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if all the following conditions are met: 1) there is a substantive link with significant human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) the ultimate purpose is for the public or common good; 5) new knowledge is generated for the discipline and/or the audience or clientele; and 6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission. Outreach is not expected

of all faculty. Participation in this function varies from major, continuing commitments, as is the case with the Alabama Cooperative Extension System, through intermittent engagement for individual faculty as needs and opportunities for a particular expertise arise, to no involvement at all.

The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the department in which the faculty member will seek tenure and/or promotion. It may be accomplished in the initial appointment, as is typically the case for Extension faculty, in annual work plans, or during the year in response to unexpected needs. In any case, this decision should be made with due consideration to the professional development of the faculty member, the expected public benefits of the outreach activities, and mission of the department and/or other supporting units. Departmental approval carries a commitment to assess and appropriately weigh outreach contributions in salary, tenure, and promotion recommendations.

Demands for quality in outreach are the same as in teaching and research/creative work; however, outreach activities are different in nature from other activities and must be evaluated accordingly. See Appendix 1 of Faculty Participation in Outreach Scholarship: An Assessment Model, which is available along with other publications on the assessment of outreach under "Outreach Publications" on the University web site. Department heads should request any material necessary from the candidate to facilitate faculty assessment of the type, quality, and effectiveness of the candidate's involvement in extension activities and evaluation of any resulting publications.

### **Service**

The AU Faculty Handbook states:

University service includes participating in departmental, college or school, and University governance and committee work, assisting in the recruitment of new faculty, and developing and assisting in the implementation of new academic programs. Faculty should note particularly distinctive contributions to University life on the part of the candidate, including service to the candidate's profession, such as offices held and committee assignments performed for professional associations and learned societies; and editorships and the refereeing of manuscripts.

## Appendix 2

### Theatre Department Workload Guidelines for Tenure-Track Faculty

While the typical annual teaching assignment for “research active” tenure track faculty members in the College of Liberal Arts is five (3 credit) courses equaling a 62.5% allocation annual instructional allocation of effort, the default allocation for the number of courses taught in the department of theatre varies based on the amount of involvement a faculty member has in the production program.

Tenure track Design and Technical Production faculty members are expected to participate vigorously in the production program every semester. These faculty members meet their allocation by teaching four regular (3 credit) courses per year (50%) and serving as the instructor of record for multiple sections of the department’s production studio courses (viewed by the department as the equivalent of a 12.5% teaching allocation).

Tenure track non-Design and Technical Production faculty members are expected to participate vigorously in the production program in one semester each year. These faculty members meet their allocation by teaching five regular (3 credit) courses per year (62.5%).

Tenure track faculty members not described above teach five regular (3 credit) courses per year (62.5%) and are expected to document the external focus and productivity of their creative/research/outreach efforts in a manner that justifies non-participation in Auburn’s production program.

Tenured faculty members teaching more than five regular (3 credit) courses meeting the eligibility requirements outlined in the CLA Teaching Overload Guidelines who are active in the production program may be compensated for a maximum of one additional course per semester (excluding the courses outlined below) as an overload. Overload courses MUST meet Provost mandated minimum enrollments.

Directed studies, special projects, professional internship, and practicum courses (including lab, production studio and applied acting courses associated with building and mounting AU Theatre productions) are not eligible for overload compensation.

Department, CLA, and university service along with research, outreach, and creative work conducted beyond the A.U. Theatre production program are also strong expectations of every faculty member based on their negotiated percentages in each area of effort.

Instructors/Lecturers will be assigned 100% teaching loads of 8 courses per year. Any exceptions will need approval by the Dean. In addition to the definition of teaching stated in the faculty handbook, teaching in CLA includes: holding regular office hours, mentoring and advising students, keeping current in the field, attendance at departmental meetings relevant to teaching, participating in departmental life and the engagement of students.

The default allocation of effort, and the breakdown to be assigned to tenure-track faculty at the time of hiring will be:

Teaching:	62.5%
Research/Creative Work:	27.5%
Outreach:	5%
Service:	5%



At the time of the Annual Review, faculty members may renegotiate their percentages in light of work they are doing or will be doing. For example, a faculty member who is involved in the final stages of book preparation might negotiate percentages of

Teaching:	50% (four 3 credit courses)
Research/Creative Work:	40%
Outreach:	5%
Service:	5%

and that faculty member would be granted a course reduction the next year, etc. The negotiation will be between the faculty member and the Chair. *Annual Review results for the next year, and so raises, if there are any, will be pegged to the negotiated percentages.* So, to revert to the percentage example above, if the faculty member finished the book, taught well in 2 courses each semester, maintained their outreach program, and served the department well, then the faculty member could expect a favorable review. However, if the faculty member did not finish the book, taught well, maintained their outreach program as expected and served the department, the faculty member could expect a much less favorable review.

No one may, without extremely good reasons, set any of the above percentages to zero. Good teaching and good research in theatre are related; and everyone is expected to contribute to the shared tasks of the department.

Contributions to the production program constitute a valid portion of faculty research and outreach and are an applied extension of our instructional program. As such, contributions to the production program should be fully documented by every faculty member. These contributions may vary by discipline, but contributions to the production program are not quantified by the department in direct correlation to course loads. For example, faculty members in Design and Technical Production serving as lighting and scenic designer in one production and sound designer in a second production should not expect a course reduction because they are taking on three production responsibilities that semester instead of two. Neither should faculty members in Performance/History/Directing who direct one production and perform in another during the same semester expect a course reduction because they are taking on additional production responsibilities in that semester as well. Taking on additional responsibilities in the production program *does* increase the quantity (and perhaps quality) of research/creative work conducted by individual faculty members and should be documented as such for purposes of the annual review. It is particularly important that faculty members document the size and scope of the research as some projects are far more labor intensive than others. For example, a costume design for an epic musical spanning several eras of history with a cast of 30 may very well have far more rigorous research and preparation demands than a two person cast in a contemporary play in which the characters remain in one costume. Full documentation of extensive research will guide the chair to a more complete consideration of each faculty member's research/creative contributions in the annual review.



## Appendix 4

### Theatre Department Faculty Annual Review Guidelines

Introduction: Like its peers, Auburn University's Department of Theatre fosters excellence from its faculty. It recognizes the need to identify guidelines and expectations for quality in teaching, research/creative work, outreach, and service. This document is meant to articulate departmental standards and expectations and will be revised and amended on a regular basis. Like faculty in the sciences or humanities, theatre faculty members are actively engaged in scholarship and research activity. However, unlike the sciences or humanities, the products of scholarship in the Department of Theatre may take forms other than publication.

Annual Review Format: See appendix 4, exhibit A.

Evaluation Procedure: Performance evaluations of all full-time faculty members are required and conducted annually by the department chair in accordance with the Faculty Handbook.

- 3.1. Timeline: By December 15 of each year, each faculty member should submit to the chair in writing a comprehensive year-end report following the department template (see attached), to be placed on permanent file, that details the individual's work in the areas of instruction, research/creative work, outreach, and service.
- 3.2. Chair and faculty annual review meeting: The chair will meet individually with each member of the faculty, generally no later than January 31 of each academic year. The annual review meeting will consist of:
  - Discussion of the faculty member's performance as noted in the year-end report, focusing on strengths and areas for improvement.
  - Discussion of a development plan for the next academic year geared toward strengthening efforts in instruction, research/creative work, outreach and service in accordance with a particular faculty member's negotiated allocation of effort.
- 3.3. Written performance evaluation: The chair will provide the faculty member with a written report, to be placed on permanent file, generally no later than February 15 of each academic year. This report:
  - Summarizes discussion from the performance evaluation meeting.
  - Classifies the faculty member's performance in each area of evaluation as *Exemplary Performance*, *Exceeding Expectations*, *Meeting Expectations*, *Marginal* or *Unacceptable*.
- 3.4. Faculty response: Following the receipt of the written performance evaluation, faculty will respond to the written report in accordance with Faculty Handbook guidelines.
- 3.5. Percentage Assignments
  - 3.5.1. Allocation of effort percentages for instruction, research/creative work, outreach and service will be mutually agreed upon by the faculty member and the chair during the previous year's review. Changes must be justified by a corresponding change in teaching, research/creative, or outreach activities (e.g. research grants, substantial curricular changes, etc.). Under ordinary

circumstances, the expectation is that tenure track faculty will have a research/creative/outreach assignment totaling at least 25%.

3.5.2. Medical or family leaves will not be included in the review process.

3.6. Use of annual reviews

3.6.1. The annual review is separate and distinct from the third-year review process and tenure and promotion decisions.

3.6.2. Numerical Ratings: Numerical ratings are assigned to qualitative evaluations using the following scale:

Rating	Rating
Exemplary Perf.	4
Exceeds Exp.	3
Meets Exp.	2
Marginal	1
Unacceptable	0

Numerical scores will be then weighted using the faculty member’s percentage assignments. For example, if a faculty member received ratings of 4 for teaching, 2 for research, 3 for outreach, and 2 for service, his or her weighted score would be calculated as follows:

Assignment	Percentage Appointment	Scaled Rating	Weighted score
Teaching	70 %	4	2.8
Res/Creative	20 %	2	0.4
Outreach	5 %	3	0.15
Service	5%	2	0.1
Overall Rating	100%		3.45

An overall rating under 1.25 constitutes an unfavorable annual review. A rating of “0” (Unacceptable) in any area constitutes an unfavorable annual review. A unfavorable annual review for tenure-track faculty may result in the issuance of a letter of non-continuation at any time prior to tenure. Two unfavorable annual reviews in any six-year period will automatically trigger the university’s post tenure review process for tenured faculty.

Teaching Criteria: Because of Auburn University’s “concern for good teaching” (*AU Faculty Handbook (Chap. 4.1)*), teaching effectiveness is an important consideration in the review process. Each faculty member is expected to work in a collaborative and cooperative manner with other faculty in the area of teaching to advance the mission of the department, college, and university.

4.1 Documentation of strong teaching may include but are not limited to:

- Number, type of courses taught, and enrollment over last three years: including lectures, seminars, studios, practica (including production studios and applied acting courses) and directed studies.

- Course effectiveness: Demonstrated by aggregate student evaluations from the previous 3 years.
- Course syllabi and assignments
- Student advising:
  - Identify number of students per semester
  - Student internships
  - Sponsorship of student organizations
- Honors readings or theses: students directed
- Teaching innovations:
  - Special topics courses developed
  - Revision of existing course material (e.g. incorporating service learning)
  - Use of web based and/or industry standard instructional technologies
  - Certification in recognized training system (e.g. Alexander or Fitzmaurice)
  - Software / technical / workshop training
  - Development of distance learning courses
- Collaboration with other disciplines, universities, museums, institutions and clients
- Teaching awards and grants
- Student outcomes: Evidenced by student achievement in professional auditions, conference presentations and performances, placement in graduate programs or industry employment with a specific focus on a faculty member's area of expertise
- Integration of scholarly activity into teaching: Cite and document [syllabus, class assignments, etc.] examples where scholarly work was incorporated into class materials.

4.2 *Exemplary Performance* in teaching is the highest rating of instructional effort. This rating is assigned to faculty members who always teach full loads and occasionally take on voluntary overloads in relation to their work assignment and departmental practice; who regularly include substantive and methodological renewal, advise students effectively and accurately, participate effectively and innovatively in the production program in accordance with their production assignments; and consistently receive outstanding student and peer teaching evaluations.

4.3 *Exceeds Expectations* is a rating assigned to faculty members who teach full loads in relation to their work assignment and departmental practice; who remain pedagogically current in the discipline, and/or receive teaching awards; participate effectively in the production program in accordance with their production assignments; receive solid student and peer teaching evaluations, and regularly advise students effectively.

4.4 *Meets Expectations* teaching ratings is the lower limit of qualification or acceptability. This rating is assigned to faculty members who teach designated loads in relation to their work assignment and departmental practice; receive student and peer teaching evaluations that meet the basic threshold of acceptability (defined as 2.5 on a scale of 5.0); sometimes include substantive and methodological renewal in classes, adequately advise students, and participate as assigned in the production program.

4.5 *Marginal* teaching ratings do not meet the lower limit of qualification or acceptability. This rating is assigned to faculty members who do not teach full loads in relation to their work

assignment and departmental practice; receive marginal student and peer teaching evaluations (defined as below 2.5 on a scale of 5.0); seldom include substantive and methodological renewal in classes, rarely advise students, and contribute marginally in the production program as assigned.

4.6 *Unacceptable* teaching performance consistently fails to meet established expectations.

This rating is assigned to faculty members who do not teach full loads in relation to their work assignment and departmental practice; receive deficient student and peer teaching evaluations; irregularly include substantive and methodological renewal in classes, rarely advise students, and are ineffective in the conduct of their assigned duties in the production program.

Research/Creative Work: While the Department of Theatre expects all faculty members to work in a collaborative and cooperative manner with other faculty in the area of research/creative work to advance the mission of the department, college, and university, it also recognizes that there are important and inherent differences among the disciplines of theatre history/literature/criticism, theatre design/technology/management, and theatre performance. Moreover, the department values and promotes a diversity of practices within each of those areas in accord with its mission to educate students about the diverse approaches to creating and thinking about theatre. Therefore, the following examples provide some, but by no means all, means by which faculty may demonstrate achievement in the area of research and creative work.

- 5.1 Creating theatre—study, research and synthesis that lead to original works of theatre and dance; contribution and participation as a collaborative artist in the creation of new works of theatre or dance.
- 5.2 Realizing a work of theatre in performance. Examples include study, research, rehearsal and production of live, broadcast, or digital performances, films or videos – including acting, directing, scenic, costume and lighting design, choreography, dance performance, technical direction, voice and dialect direction, dramaturgy and musical direction.
- 5.3 Developing new technologies, techniques, and approaches that advance creative capabilities in theatre and dance.
- 5.4 Programming Works of Theatre. Examples include serving as Artistic Director, engaging in grant writing and fund raising activities, developing summer theatre programs and repertoire, developing and facilitating workshops, master classes, seminars and professional guest residencies.
- 5.5 Traditional theatre publication and off campus exhibiting, performing, and dissemination of works of theatre, dance, and critical reviews; research and scholarly findings; translations and compilations. Examples include a). Off campus professional employment in performance, design, directing, choreography, vocal coaching, dramaturgy, or technical directing with companies beyond the university setting; b). Publication of plays, books, chapters in books, articles, and monographs; c). Delivery or publishing of conference papers, panel discussions, proceedings; d). Guest lectures, invited master classes, workshops, residencies, interviews or seminars; e). Published reviews of books, performances, productions, or new works of theatre; f). Performance as part of off campus professional meetings; g). Written and oral theatre production responses conducted at other institutions for the Kennedy Center American College Theater Festival; h). Creation of innovative computer applications related to

the dissemination of theatrical knowledge; i). Off campus creation of production dramaturgy exhibits, program notes, web sites, or presentations; j). Off campus exhibitions of stage and historical costume, scenic, lighting designs, etc.

- 5.6 Analyzing how works of theatre function and contributing to the understanding of theatre's history and societal impact. Examples include publications and papers in dramatic theory, criticism, interpretation and publications and papers from historical, geographical, cultural, religious and other perspectives, pertaining to the history of ideas in theatre, and/or performance theory and practice.
- 5.7 Generally, research can be gauged by the quality and quantity of activities. Specifically, the quality of activities can be evaluated by considering the reputation of the institution, the geographical range (i.e., local, state, regional, national, international), the acceptance rate, awards received by the candidate, reviews of the candidate's work by qualified critics, scholars, etc.
- 5.8 Definitions: *Local* is defined by performances and productions, reviews and publications, venues and conferences that encompass the Auburn University campus and surrounding communities. *Regional* is defined by performances and productions, reviews and publications, venues and conferences where the work is juried or selected from a regional pool of theatre artists and the audience is principally regional in scope, whereas a *national* performance or production, review or publication, venue or conference encompasses either a national audience or national reach through the reputation of the venue, reviewer, conference, or publisher. National reach can be established even when the work is presented in the region (for example, the Alabama Shakespeare Festival is a nationally prominent professional theatre housed in Montgomery, Alabama). In the case of creative contributions to works of theatre, distinction should also be made between professional and non-professional companies (for example the Alliance Theatre in Atlanta is a nationally prominent professional theatre, while the Springer Theatre in Columbus is a regionally prominent non-professional theatre). That said, part of the definition of establishing a national reputation is participation in creative work ranging beyond the Southeast, and faculty are encouraged to avoid a record of creative work in venues exclusively in the Southeast regardless of the venue's reputation. *International* research and creative work is defined by performances and productions, reviews and publications, venues and conferences where the work is juried or selected from an international pool of theatre artists with an international audience even when the venue takes place in the United States. Part of the definition of establishing an international record is regularly participating in theatre activity outside of the country, and in venues that are internationally recognized and respected by the theatre profession.

Specifically in regard to publications, regional, national, and international scope are defined by where, and to whom the publication is marketed, not the location of the publisher. A book published by Alabama Press for example, is work marketed nationally even though its publisher is in the state of Alabama. It is therefore considered to be a national publication.

Specifically in regard to the Auburn University Theatre production program, the department credits all contributions, whether or not they are tied to a formal class or production assignment. Examples of such contributions include, but are not limited to shepherding student dramaturges, designers, or directors, serving as vocal coach, movement coach, production dramaturg, fight coordinator, or choreographer, or

participating in and coordinating pre or post show discussion panels. Faculty members are strongly encouraged to note such contributions in their year-end report.

Grants for creative work, commissions and all other creative projects may also be categorized as regional, national, or international depending on the client, location, and the competitive or non-competitive nature of selection. In the case of publications, the quality of the publication, the type of journal, the reputation of the publisher, acceptance rates, whether the publication is co-authored or the work of the candidate alone, reviews of the publications, and so forth will be used to determine the quality of the contribution.

*It is important to note that the Department of Theatre is fully committed to the support of faculty research and creative work beyond the university setting. Since research and creative work produced beyond the local level is a strong expectation of department faculty, the department shall provide release time and make provision for covering a faculty member's classes when regional, national, and/or international professional research and creative work opportunities present themselves in the course of a single semester. Should a professional opportunity extend beyond a single semester, department faculty members are expected to apply for professional leave in accordance with university policies and procedures.*

- 5.9 *Exemplary Performance* in research/creative work is the highest rating for research/creative work and deserving of merit. This rating is assigned to faculty members who create/publish/disseminate a scholarship (creative works of theatre or dance, books, journal articles, technical innovations, conference presentations, etc.) through recognized and respected international/national/regional sources; who actively and productively engage in the research/creative activities listed above; and/or who receive international/national awards and recognition for research/creative activity.
- 5.10 *Exceeds Expectations* in research/creative work is a rating deserving of merit and assigned to faculty members who create/publish/disseminate scholarship (creative works of theatre or dance, books, journal articles, technical innovations, conference presentations, etc.) through recognized and respected national/regional sources; who engage in research/creative activities listed above; and/or receive national/regional awards for research/creative activity.
- 5.11 *Meets Expectations* in research/creative work is assigned to faculty members who meet the minimum threshold of acceptability in the creation, publication, and dissemination of research and scholarship (creating works of theatre or dance, publishing books, journal articles, technical innovations, presenting at conferences beyond the university setting, etc.) through recognized and respected sources and venues. At minimum, all faculty members are expected to contribute to the creation of works of theatre and/or dance in the department's production program, stay current in their area of specialization, and present or publish creative work and scholarly research beyond the university arena at least once during any three year review period.
- 5.12 A *Marginal* rating in research/creative work is assigned to faculty members who do not consistently meet the minimum threshold of acceptability in the creation, publication, and dissemination of research and scholarship (creating works of theatre or dance, publishing books, journal articles, technical innovations, presenting at conferences beyond the university setting, etc.) through recognized and respected sources and



venues. At minimum, all faculty members are expected to contribute to the creation of works of theatre and/or dance in the department's production program, stay current in their area of specialization, and present or publish creative work and scholarly research beyond the university arena at least once during any three year review period.

- 5.13 *Unacceptable* performance in research/creative work consistently fails to meet established expectations. This rating is assigned to faculty members who fail to create/publish/disseminate scholarship (creative works of theatre or dance, books, journal articles, technical innovations, conference presentations, etc.) through recognized and respected sources and venues; and/or who fail to engage in the research activities listed above.

Outreach: Outreach activities should bring a faculty member's specific professional expertise to the design and execution of an outreach program that serves the mission of the Department of Theatre and produces scholarship by applying the discipline of theatre to the needs of society, integrating theatre with other disciplines, and/or generating new knowledge for the discipline or the specific outreach constituency. Each faculty member in the Department of Theatre is expected to work in a collaborative and cooperative manner with other faculty in the area of outreach to advance the mission of the department, college, and university. Achievement in outreach may be documented through formal recognition of a faculty member's professional expertise by external audiences in the form of invitations to make presentations, requests for information relating to the outreach activity, receipt of contracts, grants, professional awards, etc. and participant, client, or peer evaluations of outreach activities.

- 6.1 Examples of outreach activities include but are not limited to the following: Instructional activities (either for external constituencies or in the inclusion of service learning or civic engagement activities in existing coursework), technical assistance, outreach publications or presentations (e.g. "front-to-back" presentations and theatre presentations at local and regional schools), electronic products such as computer programs or web sites, copyrights, patents, inventions, contracts and grants. The Department of Theatre recognizes faculty contributions to its production program as outreach contributions with local impact in collaboration with multiple "authors." Since all faculty members are expected to participate in the department's production program as important aspects of their research and instructional responsibilities, these outreach contributions carry less weight for evaluation purposes than other outreach examples listed above. The effort allocation percentage for outreach is negotiated between the faculty member and the department chair as part of the minimum 25% annual effort expected in research/creative work and outreach.

- 6.2 *Exemplary performance* in outreach is the highest rating for outreach efforts and deserving of merit. This rating is assigned to faculty members who create/publish/disseminate outreach scholarship (engaging in the outreach activities listed above); and/or who receive international/national awards and recognition for outreach activity.

- 6.3 *Exceeds Expectations* in outreach is a rating deserving of merit and assigned to faculty members who create/publish/disseminate outreach scholarship (engaging in the outreach activities listed above); and/or who receive national/regional awards and recognition for outreach activity.

6.4 *Meets Expectations* in outreach is assigned to faculty members who occasionally create/publish/disseminate outreach scholarship (engaging in the outreach activities listed above); and/or who have achieved some level of recognition for outreach activity.

6.5 A *Marginal* rating in outreach is assigned to faculty members who rarely create/publish/disseminate outreach scholarship (engaging in the outreach activities listed above); and/or who have achieved some level of recognition for outreach activity.

6.6 *Unacceptable* performance in outreach consistently fails to meet established expectations. This rating is assigned to faculty members who fail to create/publish/disseminate outreach scholarship (engaging in the outreach activities listed above); and/or who have achieved no recognition for outreach activity.

8. Service , Each faculty member in the Department of Theatre is expected to work in a collaborative and cooperative manner with other faculty in the area of service to advance the mission of the department, college, and university. Examples of service include, but are not limited to:

8.1. Departmental

- Committee work (The time commitments of committee work should be weighted to account for demanding appointments, such as search committees.)
- Student recruiting (e.g. local & out of town auditions/presentations, student interviews, facility tours, parents met, etc.)
- Public relations presentations (e.g. Camp War Eagle pitch, etc.)
- Alumni outreach
- Participating in departmental special programs
- Unassigned contributions
- Mentoring Junior faculty, staff and/or students

8.2. College

- Committees (Specify volunteered, assigned, elected, ad hoc)

8.3. University

- Committees (Specify volunteered, assigned, elected, ad hoc)
- University faculty senate.
- University committees and subcommittees.
- University special programs

8.4. Professional

- Officer in professional organization
- Membership and participation in professional organizations
- Other professional service appropriate for the faculty member in the department

8.5. *Exemplary Performance* in service is the highest level of service performance. This rating is assigned to faculty members who contribute with quality and effort, to the profession, the university, and the department in an exceptional fashion.

8.6. *Exceeds Expectations* in service performance is assigned to faculty members who regularly contribute, with quality and effort, to the profession, the university, and the department above and beyond the typical level of service.

- 8.7. *Meets Expectations* in service is assigned to faculty members who contribute to the profession, the university, and the department as assigned.
- 8.8. A *Marginal* rating in service is assigned to faculty members who rarely contribute to the profession, the university, or the department.
- 8.9. *Unacceptable* service performance consistently fails to meet established expectations. This level is assigned to faculty members who fail to contribute to the profession, the university, and/or the department in a responsible manner.

**Appendix 4 – Exhibit A**  
**Auburn University Department of Theatre**  
**Annual Faculty Review Template**  
**Review Period: January 1- December 31**

Name:

Review Year:

Appointment Date:

Rank:

Allocation of Effort:	Teaching	%
	Research/Creative Work	%
	Outreach	%
	Service	%

**Teaching**

(List course number, section, title, credit hours, contact hours and enrollment for each term).

Spring:

Summer:

Fall:

New Preparations/Significant Revisions:

(List significant course revisions or new offerings)

Other Teaching Contributions:

**Research/Creative Activity**

Productions/Publications:

(List local, regional, national, and international productions and/or publications including dates, titles and venues during the review period).

*Lectures or Workshops Presented:*

(List presentations and workshops presented at conferences, recruitment trips, or other venues in the review period).

Other Research/Creative Activity:

**Outreach**

(List all department, college, and university outreach activities here including dates, clients served and venues).

**Service**

(List committee work and other service activities at the department, college, and university level. Also list any service to the profession during the review period).

**Professional Development**

(List conferences you attended or master classes you participated in to develop specific skills related to your teaching, research and outreach).

**Self Evaluation/Philosophy**

(Discuss your own assessment of the success of your instructional, research, service, and outreach efforts during the past year as they relate to your overall teaching philosophy).

**Plans for the Upcoming Year**

(Provide a detailed plan of your Instructional, Research and Outreach goals for 2008).

**Allocation of Effort for the Upcoming Year**

Teaching:	%
Research/Creative Work	%
Outreach	%
Service	%

**Written comments from the Chair**

(To be added after the review)

**Written comments in response to the Chair**

(To be added after the faculty member reviews the chair's comments; signature indicates only that the faculty member has read the comments, not necessarily that they agree with those comments).

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair's Signature

\_\_\_\_\_  
Date

## **Appendix 5**

### **Departmental Third-Year Review Guidelines**

The Third-Year Review Guidelines of the Department of Theatre follow the guidelines and procedures set forth in the Faculty Handbook. It is highly recommended that the third-year review dossier follow the Promotion and Tenure format contained in the Faculty Handbook.

An unfavorable third-year review may result in the issuance of a letter of non-continuation; however, a letter of non-continuation may be issued at any time prior to tenure.

## Appendix 6

### Theatre Department Promotion and Tenure Guidelines

#### AUBURN UNIVERSITY THEATRE TENURE AND PROMOTION GUIDELINES SUMMARY

(For inclusion or attachment to candidate dossiers)

The Department of Theatre uses a combination of assessment tools in its promotion and tenure considerations. University tenure and promotion guidelines as well as discipline specific guidelines from sources including American Theatre in Higher Education, the Voice and Speech Trainers of America and the United States Institute for Theatre Technology were consulted in formulating our department tenure and promotion guidelines and much of our guidelines have been developed based on guidelines from these nationally recognized and respected theatre education organizations.

While traditional measures such as publishing articles and books have merit in promotion and tenure considerations, the department places equal value on the creation of theatre and dance as research outputs. Department faculty members are constantly engaged in creating works of theatre incorporating every area of faculty expertise. These works are regularly presented to the public in a variety of venues and are often assessed and adjudicated by regionally and nationally recognized and respected peer reviewers in oral and written form.

**The time spent in research and preparation for each production is equivalent to the time spent on researching and preparing a major article or book chapter for publication. While the department distinguishes between works presented in local, regional, or national venues for qualitative assessment, it also gives significant weight to on campus creative work realized by department faculty on a consistent basis over a sustained period of time.**

**In sharing our research by creating works of theatre with our students, the department also emphasizes applied work as a fundamental value of our instructional program in keeping with Auburn's land grant mission. And in bringing works of theatre to life before a wide range of audiences and constituencies, Auburn Theatre faculty are consistently enriching the cultural fabric of our society, fulfilling an important outreach function.**

**For this reason, the Auburn University Department of Theatre places equal value on faculty contributions to the creation and production of works of theatre and dance within and beyond the university in promotion and tenure considerations, as it does on more traditional research outputs. The department does so not to diminish the value of traditional research publications, but to give our most prolific, relevant and visible work equivalent emphasis in considerations of such importance.**

# **GUIDELINES ON RETENTION, TENURE AND PROMOTION**

## **Auburn University Department of Theatre**

The purpose of this document is to define Department standards for tenure and promotion of Theatre faculty. The standards described, while specific to the disciplines of theatre, are intended to be consistent with, and supportive of, both the University's tenure and promotion guidelines and those of the College of Liberal Arts.

### **I. MISSION STATEMENT**

In the best tradition of a land-grant university, our department complements Auburn University's emphasis on broad-based liberal education with a rigorous program of practical training. The department's program, offering both the BA and BFA degrees, is exclusively undergraduate, with immediate opportunities for scholarly engagement and hands-on experience in performance, design, stage management and technical production.

The Department of Theatre supports the mission of Auburn University and the College of Liberal Arts through instruction, research and outreach. Theatre is a discipline that demands a broad understanding of the world-- its history, politics and culture-- that springs from a firm and dedicated grounding within the liberal arts. Actors, directors, designers, managers and scholars must be broadly educated in order to be fully trained, and in this respect, the Department of Theatre proudly affirms Auburn University's commitment to the liberal arts core as the context for all instruction, and to the development of those critical thinking skills indispensable not only to artists and scholars, but to all who aspire to membership in an educated citizenry.

Consequently, all theatre students, regardless of the degree to which they aspire, must undertake and master a rigorous series of courses in the history, literature and criticism of our discipline. The department's goal is to provide our students with a broad and solid foundation in preparation for further exploration within the field.

Concomitant with an emphasis on the liberal arts and theatre scholarship is an equally strong commitment to training actors, stage managers, designers and technicians. Auburn University Department of Theatre is a laboratory where undergraduates are allowed to experience multiple aspects of the collaborative process of production, to succeed or to fail artistically in an atmosphere that places a premium on process and practicality.

### **II. FACULTY RESPONSIBILITIES**

Within the context provided by the mission of our department, faculty members are charged to place "process and practicality" at the center of their efforts in teaching, research, creative work, outreach and service. The creation of works of theatre and dance are deemed by the department to be the most meaningful manifestation of this charge, and while traditional academic tenure and promotion measures such as publishing and presentation of academic papers have merit, the department places equal value on faculty efforts in the creation and



production of works of theatre and dance. To focus these efforts, theatre faculty members are expected to undertake specific responsibilities. These include:

- (1) Teaching that enables students to gain skills in and understanding of the processes, techniques, histories, and interdisciplinary relationships that comprise the collaborative work of the theatre, and to develop creative insight and critical judgments in aesthetic decision-making.
- (2) Creative work and research associated with making theatre, discovering how theatre works, and revealing what theatre means. Each faculty member in the Department of Theatre is expected to establish a research and/or creative program in their area of expertise that will contribute to the discipline of theatre through applied and/or basic research, creative endeavors, or interpretive scholarship.
- (3) Outreach that brings expertise in creating and understanding works of theatre to the larger community.
- (4) Service that enhances the shared work of the department, the college, the university and the profession.
- (5) An approach to the work that exemplifies collaboration and cooperation with other faculty members in the areas of teaching, creative work, research, outreach, and service to advance the mission of the department, college, and university.

Since theatre and performance encompasses a broad array of cultural practices, faculty may, in their teaching, creative work, research, outreach and service approach their work from a variety of artistic, pedagogical and/or disciplinary perspectives, but the ability to collaborate is a fundamental expectation of every member of the faculty. Collaboration that occurs in conception, planning, and execution of a theatrical production provides a template for sharing governance and responsibilities in the department that is crucial to its survival.

It is essential for faculty to place their work before professional communities and the public; however, theatre practitioners disseminate their work in formats quite different from those employed by theatre historians and critics. Direction, design, choreography, performance, vocal direction, technical direction or dramaturgy serve the same function for theatre practitioners, as publications do for theatre scholars. In some cases, faculty scholarship may be realized both in publication and applied work, but this will vary depending upon the individual faculty member's research program and interests.

Faculty members are not expected to engage in every aspect of the work in the ensuing list of specific responsibilities, but to use the list as a guide to the nature of work the department values in promotion and tenure considerations. While the list is intended to be inclusive and representative of every aspect of the discipline, it is by no means comprehensive.

## Faculty Responsibilities Considered for Promotion and Tenure Purposes

### A. Teaching

#### 1. *Delivering Group or Individual Instruction That Enables Students to:*

- a. Create theatre. Examples include developing knowledge and skills in the practice of theatre arts and theatre-related disciplines such as:
  - Acting
  - Speech
  - Voice
  - Movement
  - Dance/Choreography
  - Directing/Ensemble building
  - Design
  - Technology
  - Theatre Management
  - Production
  - Computer technologies
  - Dramaturgy
  - Playwriting
- b. Study and evaluate theatre, its influences, and its historical and cultural relationships. Examples include:
  - The history of the theatre, including its literature and the impact of specific works on the discipline itself.
  - Analyzing the relationship of theatre and performance to the material and cultural conditions of the societies and social formations that produce it.
  - The reading of performance multi-culturally or cross-culturally or from an interdisciplinary perspective.
  - Analyzing how theatre functions aesthetically.
- c. Incorporate theatre theory and practice in the public sphere. Examples include:
  - Integrating civic engagement projects into theatre coursework.
  - Creating opportunities for students to apply what they learn in theatre courses in publicly engaged work involving a broad range of constituencies

#### 2. *Enhancing Production/Performance Studio or Classroom Instruction.*

Examples include:

- Maintaining artistic and intellectual currency in the discipline.
- Maintaining professional certification and/or union membership in area(s) of specialization.
- Investigating, discovering, integrating, synthesizing, and applying ideas, materials, and techniques for civic engagement applications.

- Directing, coaching, designing, choreographing, coordinating, and supervising student classroom or studio projects and productions.

### 3. *Evaluating.*

Examples include:

Measuring the development of student competence and assessing personal effectiveness through a variety of instruments, including but not limited to, student and peer teaching evaluations, documentation of student achievement at professional auditions, interviews and design presentations, and independent assessment of student competencies in production through the Kennedy Center American College Theater Festival and the Kennedy Center American College Dance Festival Association.

### 4. *Advising.*

Examples include:

- Advising students regarding curricula and projects, providing guidance and direction in the field, and mentoring students toward professionalism in practice of the discipline.

## **B. Creative Work and Research**

### 1. *Creating Theatre*

#### a. Creating a work of theatre.

Examples include:

- Original works of theatre and dance, playwriting, or participation as a collaborative artist.

#### b. Realizing a work of theatre in performance.

Examples include

- Performance of live, broadcast, or computer performances, films or video, including acting, directing, scene, costume, and lighting design, choreography, dance performance, technical direction, voice and dialect coaching, dramaturgy and musical direction

#### c. Developing new technologies, techniques, and methodologies that advance creative capabilities in theatre and dance.

### 2. *Applying Theatre and Facilitating Theatre Activities*

#### a. Programming theatre works and activities.

Examples include:

- Serving as artistic director, engaging in grant writing and fund raising activities , developing summer theatre programs and repertoire,

development and facilitation of workshops, master classes, seminars and professional guest residencies

b. Traditional publication, presentation, and/or professional production of dramatic works, explanations, studies, and critiques; research and scholarly findings; translations and compilations.

Examples include:

- Plays, books, and chapters in books
- Articles, monographs
- Delivery or publishing conference papers, panel discussions, proceedings
- Guest Lectures
- Reviews of books, performances, productions, or new works of theatre
- Performance as part of professional meetings
- Workshops or residencies
- Exhibitions of stage and historical costume, stage designs, etc.
- Program notes
- Computer applications
- Written and oral peer responses for KCACTF college theatre productions
- Master classes, interviews or seminars
- Professional employment in performance, design, directing, choreography, vocal direction, music direction, dramaturgy, or technical directing with companies beyond the university setting.

### 3. *Studying Theatre and Its Influences*

a. *Analyzing how works of theatre function.*

Examples include:

- *Publications and papers in dramatic theory, criticism, interpretation*

b. Investigating and understanding the history and impact of theatre.

Examples include:

- Publications and papers from historical, geographical, cultural, religious and other perspectives, pertaining to the history of ideas in theatre, and/or performance theory and practice.

It should be noted that collaborative contributions to realizing works of theatre and dance in performance carry equal weight; while credit for collaborative contributions to the authorship of traditional publications follows the rubric more generally employed by the academy.

## C. **Outreach**

The department of theatre is continuously involved in outreach through the creation and public performance of works of theatre and dance. Outreach also involves extending expertise in instruction, research, and creative work to make a positive impact on clients that are served as part of Auburn University's mission as a land grant institution. Outreach activities should bring a faculty member's specific professional expertise to the

design and execution of an outreach program that serves the mission of the Department of Theatre and produces scholarship by applying the discipline of theatre to the needs of society, integrating theatre with other disciplines, and/or generating new knowledge for the discipline or the specific outreach constituency. Examples of outreach include, but are not limited to the following:

### *1. Creating Works of Theatre and Dance*

Directing, designing, performing in, choreographing, or providing vocal coaching, musical direction, technical direction or dramaturgical support for works of theatre performed in public. Examples include:

- Auburn University Theatre and Dance Productions
- Works of Theatre or Dance produced beyond Auburn University
- Creating and developing a student touring company

The Department of Theatre recognizes faculty contributions to its production program as outreach contributions with local impact in collaboration with multiple “authors.” Since all faculty members are expected to participate in the department’s production program as important aspects of their research and instructional responsibilities, these outreach contributions carry less weight for tenure and promotion purposes than non-AU Theatre production outreach activities.

### *2. Providing Consultation and Technical Assistance*

- a. Participating in working groups, boards, arts councils, performance organizations, and community events
- b. Contributing to public education through state and local teaching, outreach publications or presentations. Examples include:
  - “Stage Notes” presentations and theatre presentations at local and regional schools/organizations, electronic products such as computer programs or web sites, copyrights, patents, inventions, contracts and grants and theatre workshops for teachers.
- c. Professional consultation and technical assistance to state and local theatre organizations or other off campus constituencies

### *3. Creating Publically Engaged Work*

- a. Contributions to public school and community based arts programs that foster theatre as a means of appreciating human diversity and developing social responsibility.
- b. Participating in interdisciplinary work using theatre to engage in “the work of democracy” – addressing social and public policy challenges.
- c. Integrating students into the work of community partners as a means of

research for generating new works of theatre that address social issues and/or yield artifacts of public and scholarly value.

D. *Service*

Service involves sharing professional expertise to support and advance Auburn University, and the theatre profession. Each faculty member undertakes a judicious single or multiple selection among the following:

1. *Assisting the University*

- a. Organizing, coordinating, administering, or maintaining curricular programs, academic departments, campus organizations, or university/events.
- b. Serving on Department, College, and University committees.
- c. Identifying and writing grant proposals; fundraising.
- d. Recruiting and mentoring students and faculty.

2. *Advancing the Profession Beyond Auburn University*

- a. Organizing, coordinating, or administering professional presentations, projects, or events. Examples include:
  - organizing design exhibitions or facilitating professional auditions at major conferences.
- b. Professional writing and/or editing of journals, newsletters, etc.
- c. Serving on committees, task forces, review and advisory boards, councils
- d. Membership in professional organizations.
- e. Leadership positions in professional organizations
- f. Consulting.

### III. DOCUMENTATION

It is expected that all Theatre Faculty will document their professional and academic activities with support materials including but not limited to the following:

A. Teaching

1. Standardized student evaluations
2. Peer evaluations
3. Student/alumni letters
4. Letters from colleagues and constituents
5. Course materials such as: syllabi, examinations, handouts, video materials, and computer generated, web enhanced presentations and materials
6. Pedagogical papers/presentations
7. Participation in training intensives, symposia, meetings, or seminars devoted to techniques for specific instructional applications
8. Assessment materials designed to measure the development of student competence

B. Creative Work and Research

1. Original scripts, translations, adaptations
2. Programs, films, videos, or computer documentation of performances, exhibitions, dramaturgy
3. Contracts, appoint letters, and programs from professional employment and residencies beyond Auburn University
4. Reviews and independent assessment of books, performances, productions, published articles or new works of theatre
5. Letters from colleagues and theatre professionals attesting to regional and/or national reputation in area of specialty
6. Publications including books and chapters in books, articles, and monographs
7. Published conference papers, panel discussions, proceedings
8. Set or costume renderings, models, sketches, analysis
9. Lighting plans, analysis
10. Production photographs
11. Program notes
12. Edited publications

13. Published or broadcast interviews

C. Outreach

1. Record of local, state, regional and national publications, productions and performances
2. Letters from constituents
3. Grants, contracts or gifts related to outreach
4. List of courses taught, materials developed, lectures, touring productions, civic engagement activities, etc.

D. Service

1. Record of university and professional service
2. Written or edited newsletters, reports, journals, etc.
3. Documents generated as a result of committee assignments
4. Appointment papers to leadership positions – professional organizations
5. Letters, memoranda from colleagues

**IV. APPOINTMENT AS ASSISTANT PROFESSOR**

It is expected that the appointee shall hold a recognized terminal degree in a field of theatre specialization. In the areas of theatre practice such as acting, directing, design, technology, the recognized terminal degree is the MFA. In the areas of theatre history, criticism, literature, dramaturgy, and related areas, the recognized terminal degree is the Ph.D.

The appointee is expected to show potential for excellence in the areas of teaching, creative work and research, outreach, and service and should demonstrate superior achievement in at least one of these areas. An Assistant Professor is expected to possess or be in the process of building, an outstanding reputation in the state through vigorous professional activity on campus and on a statewide level.

**V. PROMOTION TO ASSOCIATE PROFESSOR**

Faculty should consult the *Faculty Handbook* for requirements of time in service. Probationary faculty who do not have prior service at another institution of higher education are encouraged to come up for promotion and tenure review in their fifth year if they have met departmental promotion and tenure standards, but *must* come up for



tenure and promotion by their sixth year of appointment (except in the case of documented FMLA leave or leave without pay, as described in the *Faculty Handbook*).

Appointment or promotion to the rank of Associate Professor is predicated on a record of sustained and progressive professional development in the areas of teaching, creative work and research, outreach and service, with a record of superior accomplishment in at least two of these areas, and the demonstration of a candidate's potential for further accomplishment. Evidence of an emerging regional or national reputation in the area of specialization is also a requirement for this advancement.

## **VI. PROMOTION TO FULL PROFESSOR**

Appointment or promotion to the rank of Professor is predicated on fulfillment of all qualifications at the rank of Associate Professor, qualities of leadership and significant contributions in a candidate's area of specialization, a distinguished record of achievement in each of the areas of teaching, research and creative work, outreach, and service, and vigorous professional activity of high quality over a sustained period of time.

The candidate for Full Professor must also demonstrate evidence of national visibility and reputation.

## **VII. TENURE**

The criteria for attainment of tenured status are described in the *Faculty Handbook*. Candidates for tenure in the Department of Theatre are normally considered at the same time for promotion to the rank of associate professor; the recommendations are linked, in that favorable recommendation for tenure, with its more extensive requirements, presumes favorable recommendation for promotion to the rank of associate professor.

The Department of Theatre places exceptional emphasis on collaborative and cooperative work in tenure considerations. The intensely collaborative nature of the art form and the ability to transcend personal differences in pursuit of shared artistic and academic goals are imperative to the department's ability to create works of theatre and dance and conduct our instructional, outreach and service missions with integrity.

## **VIII. CONCLUSION**

The Department of Theatre uses a combination of evaluative tools in promotion and tenure considerations, and while quantitative measures such as the number of courses and students taught, the amount of creative works or publications produced in a 3-5 year period, and the number of committees and service opportunities a faculty member has undertaken in a given period of time have *some* value in promotion and tenure considerations, qualitative measures of performance including peer review of teaching, annual reviews by the department chair, student teaching evaluations, the quality and reputation of the venue where creative work is produced, whether or not the work produced is subject to outside review, the quality and reputation of the outside reviewer, the selectivity and prominence of conferences, journals or other outlets for publishing

and presentation, the demonstrated impact of outreach activities, letters attesting to the quality of a faculty member's service efforts, and other similar measures of quality are of *particular* importance in evaluating faculty contributions in instruction, research/creative work, outreach and service for tenure and promotion purposes.

The Department of Theatre places equal value on traditional publishing and creative work as research outputs and evaluates those efforts based on the qualitative and quantitative criteria outlined above. While the department prescribes no fixed number or mandated venue for these outputs, the expectation is that a faculty member will demonstrate sufficient quality and quantity of research outputs over a sustained period of time to merit promotion and/or tenure appropriate to the rank they seek.

Note: Auburn University's complete tenure and promotion guidelines can be found in chapter 3 of the faculty handbook located at:  
<http://www.auburn.edu/academic/provost/handbook.html>