

**California State Polytechnic University, Pomona**  
**Department of Theatre and New Dance**

**Criteria for Retention, Tenure, and Promotion**

**2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026**

**Section I – Introduction**

The reappointment, tenure, and promotion (RTP) process is a critically important faculty responsibility. RTP is the mechanism by which the success of our faculty and thereby the educational quality of our students is assured. While the president makes final decisions on RTP, it is the Department of Theatre and New Dance faculty who are in the best position to provide clear expectations and create an environment conducive to achieving expectations, and render the most informed recommendations to the president.

The primary purpose of the Department of Theatre and New Dance RTP Criteria Document is to articulate clearly what we expect of its faculty members and in particular what they must achieve in order to be granted reappointment, tenure, or promotion. The Department's RTP Criteria Document communicates our expectations and RTP procedures to the faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. The Unit 3 Collective Bargaining Agreement (CBA) and university policies 1328, 1329, and 1335 define the procedures and expectations for RTP. Department documents must supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over Department policies.

The CBA requires that a tenure-track faculty member be provided a copy of the Department's RTP Criteria Document within two weeks of the start of their first semester at Cal Poly Pomona. The expectations therein must be stated with sufficient clarity and specificity that the candidates are able to plan their activities around them. Department criteria should be consistent with Department and college mission, vision, goals, and accreditation standards. In other words, they should articulate a model of the Department faculty colleague to which the candidate should aspire.

RTP is not simply a matter of evaluation. Faculty colleagues, deans, and academic administrators should commit themselves to mentoring and supporting candidates, providing them the maximum opportunity to be successful. It is important for those making recommendations to be honest, direct, and clear, just as it is important for candidates to be knowledgeable of Department expectations and committed to meeting them.

## **I.1. Definitions**

- I.1.1. Candidate refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
- I.1.2. RTP Committee members must be full-time tenured faculty members. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty. A faculty member on professional leave (sabbatical or difference-in-pay) may serve if elected and willing. A tenured faculty member who will be a candidate for promotion may be elected, but may only participate on reappointment cases – may not participate in promotion or tenure recommendations. (Policy 1328)
- I.1.3. Criteria are the expectations articulated in the Department of Theatre and New Dance’s RTP criteria document and in Policy 1328 . Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules/procedures. Our Department RTP Criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or their designee.
- I.1.4. A probationary year of service is Fall and Spring of an academic year. The first probationary year begins with the first fall term of appointment.
- I.1.5. A faculty member is eligible to apply for tenure at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for early tenure.
- I.1.6. A faculty member is eligible to apply for the first promotion at the time they apply for tenure. Once tenured, the faculty member is eligible for a subsequent promotion after having served four years in the current rank. Applications for promotion prior to having attained eligibility are applications for early promotion.
- I.1.7. Criteria for early actions shall place emphasis on teaching ability and accomplishment, and shall require exceptional performance or extraordinary qualifications with regard to professional activities and university service.
- I.1.8. Student evaluation of teaching is governed by Policy 1329 and the CBA.
- I.1.9. Peer evaluation of teaching is the responsibility of the DRTPC and includes a classroom visit,, review of course syllabus & other teaching materials, and a written report, as appropriate for teaching modality.

- I.1.10. A candidate for reappointment must use the Department RTP Criteria in effect at the time of the candidate's initial probationary appointment.
- I.1.11. A candidate for tenure or promotion may choose between the criteria in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.

## **I.2. Department Philosophy**

In assessing the performance of a faculty member, recognition of the diverse nature of the discipline is essential. This diversity in our discipline is fully supported by the department's mission statement:

The Mission of the Department of Theatre and New Dance at Cal Poly Pomona is to prepare students to be current and relevant artists for the 21<sup>st</sup> century. Students develop critical thinking and disciplinary excellence through a collaborative and interactive learning process that embraces diversity and interdisciplinary work. Students will work within classical foundations and contemporary movements utilizing trends in new media, community, and international performance arts.

The Department of Theatre and New Dance faculty members, therefore, are highly specialized individuals, and any evaluation must recognize their unique functions and the highly specialized nature of the kinds of growth within each area. No area of instruction is to be considered more academically "respectable" or worthy of special significance, in evaluation for promotion or tenure, than any other. Each faculty member may have predominant areas of expertise, responsibility, or experience; however, all faculty are expected to participate in the overall vision and activities of the Department.

### **Theatre Program Philosophy**

- I.2.1 The Theatre Program emphasizes the study of academic areas such as theatre history, dramatic literature, dramatic structure, and criticism.
- I.2.2 The program trains students in such diverse skills as acting, directing, scenic/costume/lighting/sound design, voice, dialects, movement, makeup, technical direction, stage management, playwriting, digital media, stage combat, Community Based Theatre, and Theatre Education, interdisciplinary and multi-cultural aesthetics.
- I.2.3 The program embraces student centered learning and the Cal Poly Pomona learn-by-doing philosophy. This aesthetic is reflected in our curriculum and production/project activities.

### **I.3 New Dance Program Philosophy**

It is important that faculty understand the New Dance Program's Philosophy. Candidates will be evaluated on their ability to support, enact, and enhance the program.

- I.3.1. Modeled after UCLA's World Arts and Cultures Department (previously the Dance Department), the CPP New Dance Program of New Dance and Cultures is the only CSU dance centered program that emphasizes the study of world culture, interdisciplinary connections, and community experiences.
- I.3.2. The center core of the New Dance Program is similar to CSU dance programs and includes courses in dance technique, improvisation, choreography, history, and theory. The structure of a "traditional" dance department puts the core at the base of a pyramid with a focus on achieving advanced levels in specific core materials. The structure of the New Dance Program is different because it puts the core at the center of overlapping circles of study areas. Surrounding and moving through the core are explorations into different cultural forms, production experiences, festivals, community outreach, relationships with IGE, Liberal Studies and other Departments, and interdisciplinary and international efforts.
- I.3.3. This model leads to an emphasis on integrating diverse groups and areas of study into courses and projects that support curricular goals. The model also reflects the mission of the New Dance Program, which contains two parts: an educational component and an integrative/outreach component. The educational mission of the New Dance Program is to advance learning and knowledge through dance centered study in the areas of contemporary dance practice; world dance cultures and traditions; interdisciplinary, cross and multicultural research; and community based events.

The integrative/outreach mission of the New Dance Program is to create a visible center for projects and initiatives that create bridges between courses and disciplines not traditionally joined; to create integrative community generated arts where the outcomes of curricular study are reflected in community projects; to reach out to diverse campus populations and to the greater community at large; and to support international, cross-cultural, and/or multicultural initiatives.

- I.3.4. The Department provides student centered learning that includes creative and critical thinking, the application of theory to practice and learning through performance based activities in the arts. Through dance-centered study the Department provides opportunities to branch out into a variety of areas where ideas about dance and movement centered projects can bring together diverse elements in an integrated way.

- I.3.5. Assignments for Department faculty require faculty to be able to present this philosophy through their work and to be capable of discovery, integration, application, and teaching in a variety of traditional and innovative ways. In any of these areas faculty may have a number of responsibilities. Criteria for evaluation will necessarily be wide ranging, complex, yet specific to the declared areas of scholarship and activity for each faculty member. Each faculty member will create a Goals Plan with the Chair and DRTP Chair to facilitate their career in the New Dance Program. Each faculty member may have predominant areas of expertise, responsibility, or experience; however, all faculty are expected to participate in the overall vision and activities of the New Dance Program.

## **Section II – Procedure**

### **II.1. GENERAL PRINCIPLES (from Policy 1328)**

- II.1.1. The President (or designee) of the university makes final decisions in matters of RTP. Because the faculty's judgment is central to matters of educational policy, the President normally accepts faculty recommendations in these matters, except in rare instances and for compelling reasons. The President notifies RTP candidates of final decisions, he/she does so in writing and provides specific reasons for approval or denial of the candidate's requested RTP actions. These reasons shall be based solely on approved department RTP criteria. In order to provide the best advice on this matter to the President, the faculty will proceed with the instruments and by the steps outlined below.
- II.1.2. RTP policy is one of the most delicate matters in a university community. A system must be provided within the restrictions of the imposed legal framework that will assure that excellence will be rewarded and that every competent and responsible faculty member will have some reasonable hope of advancement. The correct conduct of RTP procedures provides the assurance that every RTP candidate will be fairly evaluated and that the integrity of the evaluation process is maintained to the highest degree. The following procedures are designed to achieve these goals by allowing the faculty the greatest possible participation in the process of recommendation for RTP. **THE PRIMARY RESPONSIBILITY FOR THE ACHIEVEMENT OF THESE GOALS LIES WITH THE FACULTY MEMBER UNDER REVIEW OR EVALUATION.** .
- II.1.3. The provisions of this policy apply only to probationary and tenured faculty unit employees as defined by the CBA (2.13) and to academic rank administrators holding teaching return rights who would otherwise be eligible for tenure or promotion.

II.1.4. Personnel recommendations or decisions relating to reappointment, tenure, or promotion shall be based on the Personnel Action File (PAF). (CBA 15.12c)

II.1.5. Prior to the beginning of the review process, faculty members shall be responsible for the identification of supplementary materials that they wish to be considered for review, such as a teaching portfolio and publications, and for the submission of such materials as may be accessible to the faculty member under review, as well as materials required by campus policy. (CBA 15.12a) An index of all supplementary materials shall be provided by the faculty member under review. Letters received by the DRTPC from students, external reviewers, faculty, and administrators in response to the publicizing of the upcoming RTP action shall also be included, as well as the candidate's responses to such letters. The contents of the RTP package shall be compiled and reviewed in electronic format beginning academic year 2019-2020.

Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation required by campus policy but not accessible to the faculty member under review. Any such materials shall be placed in the faculty member under review's RTP package or periodic evaluation report. (CBA 15.12a) For faculty who are undergoing the RTP process, the RTP package is the working PAF for the purposes of RTP evaluation and consists of the Faculty Performance Review Form and accompanying materials. However, evaluating committees and administrators should consult the full PAF for additional relevant materials.

II.1.6. A specific deadline shall be established by campus policy at which time the RTP package is declared complete with respect to documentation of performance for the purpose of evaluation. For the package, insertion or deletion of materials other than responses and/or rebuttals to official evaluations after the date of this declaration must have the approval of the University RTP Committee ("URTPC") and shall be limited to items that became accessible after this declaration. Materials inserted in this fashion shall be returned to the initial evaluation committee for review, evaluation, and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the RTP package shall be returned to the level at which the requisite documentation should have been provided. Such materials shall be provided in a timely manner. (CBA 15.12b) For periodic evaluations, material may be added or updated by the probationary faculty at the discretion of the DRTPC and/or the Dean.<sup>1</sup>

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<sup>1</sup> Where appropriate, the decision-maker can be a "director" when the faculty member is assigned to non-instructional work.

- II.1.7. The faculty member under review shall provide an electronic signature before the submission of the RTP package or periodic evaluation report. The faculty member under review will acknowledge with an electronic signature all material that is added or revised by the faculty member under review or an evaluating body. The purpose of this provision is to ensure that the faculty member under review is always completely aware of the content of the RTP package or the periodic evaluation report.
- II.1.8. All student evaluations for the period of review shall be included in the RTP package according to the current Unit 3 Collective Bargaining Agreement (CBA 15.15 and 15.12c), and procedures determined by departments, and in accordance with policy on Student Evaluation of Teaching.
- II.1.9. All peer evaluations for the period of review shall be included in the RTP evaluations according to the guidelines in Policy 1328, Section 3.3
- II.1.10. Deliberations on RTP shall be confidential. Discussion of materials for periodic evaluations shall also be confidential. Access to materials and recommendations pertaining to the candidate shall be limited to the faculty member under review, and all appropriate levels of review such as DRTPC and URTPC members, the department chair (in the case where the chair makes a separate evaluation), appropriate administrators, appropriate support staff, and the President. In the event where the College RTP Committee (“CRTPC”), has been called to deliberate on an action, these materials and recommendations shall also be made available to the said committees.
- II.1.11. A request for external review of materials submitted by a faculty unit employee may be initiated at any level of review by any party to the review. Such a request shall document (1) the special circumstances which necessitate an outside reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President with the concurrence of the faculty unit employee. (CBA 15.12d)
- II.1.12. At all levels of review before recommendations are forwarded to the next review level, the faculty member under review shall be given a copy of the recommendation, which shall state in writing the reasons for the recommendation. The faculty member under review shall have the right to respond or submit a rebuttal statement or response in writing no later than ten (10) calendar days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the RTP package or periodic evaluation report and also be provided to any previous levels of review. The candidate may request an opportunity to discuss the recommendation with the recommending group or individual, who shall

honor such a request (see also Section 8.0 of Policy 1328). Such requests shall not require that RTP timelines, as specified in the current University Calendar for RTP Actions, be extended. (CBA 15.5)

Each RTP committee evaluation report and recommendation shall be approved by a simple majority of that committee. (CBA 15.44)

II.1.13. In the case of a difference of opinion concerning the interpretation of this document (Policy 1328), the Executive Committee of the Academic Senate shall recommend an interpretation to the Provost.. Such recommendations shall relate to policy of a general nature and not to individual cases, which should be taken through the appeal procedure.

In each case the question, the interpretation, and subsequent response of the Provost shall be written, distributed to all concerned, and kept on file in the Academic Senate and Academic Affairs offices.

II.1.14. RTP Forms, as revised annually, shall be the official Faculty Performance Review Form (i.e., "RTP package" or Working Personnel Action File).

II.1.15. If any stage of the RTP process has not been completed within the specified period of time, the RTP package or periodic evaluation report shall be automatically transferred to the next level of review for evaluations and recommendation. In such cases, the candidate shall be so notified. (CBA 15.46)

In the unusual circumstance where an extension of a deadline is required due to circumstances beyond the individual's control (the individual may be the faculty member under review, DRTPC chair, department chair, CRTPC chair, dean or URTPC chair) the individual shall appeal to the URTPC for an extension of the deadline. Following consultation with the Associate Vice President for Faculty Affairs, the URTPC chair shall respond to all parties. When the URTPC chair approves an extension, all parties shall be informed of the new deadline(s). Such an extension shall not result in the abrogation of the RTP candidate's rights as described in I.1.12. For periodic evaluations, deadline extensions may be granted at the discretion of the DRTPC and/or the Dean/director in consultation with the Provost.

II.1.16. Prior to the final decisions, candidates for promotion may withdraw without prejudice from consideration at any level of review. (CBA 14.7)  
This provision also applies to candidates for early tenure.

II.1.17. Eligibility for RTP Activities

A. The Collective Bargaining Agreement (15.2) restricts membership on RTP committees to tenured, full-time faculty members and, if requested by the majority vote of probationary and tenured faculty members of the department and approved by the President, faculty participating in the Faculty Early Retirement Program (FERP). The RTP committees shall not be solely comprised of faculty participating in the FERP. The CBA permits (15.2) consideration of information from other faculty, students, and academic administrators. In addition to service on RTP committees there are a number of activities (electing RTP committees, adopting criteria, etc.) in which a wide participation of faculty is desirable.

1. Those eligible for RTP committee membership shall be full-time tenured faculty and, if requested by the majority vote of probationary and tenured faculty members of the department and approved by the President, faculty participating in FERP. This group is hereinafter called the "full-time tenured faculty and FERP faculty."
2. For participation in all other RTP activities those eligible shall be probationary and tenured faculty unit employees. This group is hereinafter called "the probationary and tenured faculty."
3. Under certain conditions, department chairs may make separate evaluations/ recommendations. (CBA 15.21)(See Policy 1328 Section 3.1)

B. Eligibility Constraints

1. No tenured faculty member may serve on more than one RTP committee level during any given RTP cycle. (CBA 15.42)
2. In promotion considerations, RTP committee members and the department chair must have a higher rank/classification than those being considered for promotion. Candidates being considered for promotion are ineligible for service on RTP committees dealing with tenure or promotion. (CBA 15.43)
3. Faculty on Professional Leave-with-Pay (sabbatical and difference-in-pay) may participate in RTP activities subject to other provisions in this policy and to the stipulations in the Acceptance of Paid Professional Leave form.
4. Individuals who know in advance that they will, during one semester or more, be unavailable or ineligible should not be nominees for CRTPCs or the URTPC.

II.1.18. Department and higher-level peer review committee(s) may rank-order faculty unit employees recommended for promotion. The end result of a promotion ranking shall serve as a recommendation to the President. (CBA 15.44)

## II.2. Department RTP Procedures, Structure and Function

II.2.1. The DRTPC, composed in accordance with University procedures (see University Manual, Policy 1328), is responsible for evaluating candidates for retention, tenure or promotion and making recommendations to the Dean of the College of Letters, Arts, and Social Sciences. The elected members of the DRTPC must be full-time, tenured faculty. Tenured Faculty members who are candidates for promotion may sit on the DRTPC, participating in reappointment actions only. These members of the DRTPC will be elected annually by secret ballot by March 1st of the school year preceding the given RTP cycle. A nomination list for qualified faculty will be posted in the department office in the first week of the semester. A candidate may nominate him or herself. All tenured and probationary faculty may vote. The candidates with the most votes will be elected. If there is a tie, a runoff election may be held. Should one of the committee members become ineligible to serve in the course of the year, an election will be held to fill the position.

- A. The Department Chair must be tenured in order to participate in the RTP process. They may either serve as a member of the DRTPC or prepare a separate evaluation of RTP candidates. The Chair may not do both. This is a decision of the tenured and probationary Unit 3 members and will be determined annually by majority vote of tenure-track faculty
- B. Participants in FERP are eligible to serve on the DRTPC only if they are employed through the academic year. Such participation must be approved in advance by the President or designee.

II.2.2. The DRTPC Chair shall be responsible for ensuring that the provisions of the DRTP document and Policy 1328 of the University Manual are carried out. These responsibilities include:

Fall semester:

- Ensure that candidates have information they need: including information about what actions they must/may apply for, information they need to prepare requests, and department criteria.
- Assist candidates in understanding expectations, and preparing packages.
- Inform Faculty Affairs of RTP requests.
- Ensure that packages are complete including procedures on how to access the full PAF for additional relevant materials.
- Author the DRTPC's recommendation
- Provide the department recommendation to the candidate.

Throughout the year:

- Ensure that peer evaluations are conducted for all faculty members who will be a candidate for RTP action in the future.
- Ensure that reports are provided to candidates within two weeks and ensure that final signed copies are sent to the Dean's office.
- Schedule peer evaluation assignments.

### II.2.3 Committee Structure and Function (from Policy 1328)

- A. The DRTPC shall consist of full-time, tenured and FERP faculty members elected by probationary and tenured faculty. (See Section 1.17) The membership size for a DRTPC shall be: three (3) to seven (7) for departments with ten (10) or fewer full-time faculty eligible to serve, five (5) to nine (9) for departments with eleven (11) to seventeen (17) full-time tenured faculty eligible to serve, seven (7) to fifteen (15) for departments with eighteen (18) or more full-time faculty eligible to serve. The DRTPC shall always have an odd number of members.
- B. The DRTPC chair shall be a full-time tenured faculty.
- C. The structure, size, and procedures of the DRTPC shall be determined by the probationary and tenured faculty in the department within limits stipulated in this document.
- D. Annual elections by secret ballot must be conducted by March 1 of the school year preceding the given RTP cycle, and election shall be by a majority vote of the probationary and tenured faculty members of the department. The DRTPC's term of service shall not end until all matters pertaining to the DRTPC's recommendations have been concluded.
- E. The department chair will be a member of the DRTPC unless there are at least three eligible faculty members to populate DRTPC; in the event the Department Chair is not a member of the DRTPC they will submit a separate statement. . Non-tenured department chairs, or chairs who are candidates for an RTP action, are not eligible to be members of the DRTPC or to write separate recommendations.
- F. The department chair shall notify the dean of the composition of the DRTPC, including election results, immediately after its election.
- G. In promotion considerations, DRTPC members must have a higher rank/classification than those being considered for promotion. Candidates being considered for promotion are not eligible for service on promotion or tenure considerations. (CBA 15.43) In the event that

the chair of the DRTPC does not have a higher rank/classification than one or more candidates being considered for promotion, those members of the DRTPC who do have a higher rank/classification shall choose an eligible member to handle the duties of the chair for these candidates.

- H. A department may use one or more subcommittees for dealing with different RTP actions.
- I. If too few faculty members are available to properly constitute a DRTPC for all or some aspects of a DRTPC's work, faculty members from outside the department shall be elected to supplement the DRTPC. Election of members outside the department members shall fully comply with all provisions under 3.1.D. above.
- J. In the case of inability to serve or procedural difficulties, the CRTPC shall recommend, after consultation with the DRTPC involved, a course of action to the Provost.
- K. The DRTPC chair shall be responsible for ensuring that the provisions of the Department RTP Document, this policy and the policy on Student Evaluation of Teaching in the University Manual, and Articles 14 and 15 of the CBA are carried out within the prescribed deadlines established by the university for completion of review at the department level. The DRTPC chair may not delegate their responsibilities (except when compliance with 3.1.G. is necessary). In the event that the chair relinquishes the position of chair, the DRTPC must choose a new chair as soon as possible.

### **II. 3 Candidate's Responsibilities**

- II.3.1. All RTP requests are initiated by the candidate. If the candidate is eligible for an RTP action then there will be written notification from the committee Chair. The candidate must respond that either there will or will not be a request for consideration. If the candidate is requesting early promotion or tenure, then the candidate must notify the committee chair in writing that there will be a request for an early action.
- II.3.2. At all times the candidate should monitor the progress of the request through the various review groups. The candidate can withdraw the request, without prejudice, at any level of review.
- II.3.3. In the self-evaluation, the candidate must explicitly address the Department's criteria for the action(s) requested. The evaluation shall be structured so as to make very explicit references, item by item, to the DRTP criteria. If the candidate is requesting reappointment, then there

must be clear evidence that there is progress toward the successful attainment of tenure. The candidate shall discuss their short and long-term goals, whether they have been met, altered, and/or their progress in relation to the following categories. The DRTPC will discuss, evaluate and provide feedback with respect to the candidate's short and long term goals in all evaluative areas, as set forth in the Faculty Goals.

- A. Discussion of teaching performance. This includes an evaluation of the student and peer evaluations, and activities relating to student advising and/or mentoring. All deficiencies noted in the student and peer evaluation shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.
- B. Discussion of creative contributions to the Department. This includes specific citation of all performances, research projects, choreographies, creative works and projects, publications, dates of attendance of all professional meetings, and explicit reference to all duties and assignments in professional organizations. Works in progress and ongoing activities shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.
- C. Discussion of scholarly and creative activities. This includes specific citation of all performances, research projects, choreographies, creative works and projects, publications, dates of attendance of all professional meetings, and explicit reference to all duties and assignments in professional organizations. Works in progress and ongoing activities shall be addressed. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.
- D. Discussion of service to the University, College, Department, and community. This includes specific citation of committee assignments and duties, assistance in a professional capacity to any group, etc. If deficiencies or problems were pointed out in previous evaluations, steps taken or progress made toward remedying them must be addressed.

II.3.4. The “period of review” is the period of performance under review or evaluation. If a candidate is applying for reappointment for the first time, the period of review shall be the period since the candidate’s original appointment. For subsequent reappointment applications and for periodic evaluations the period of review shall be the period since the last performance review. The period of review for application for promotion to Associate Professor and/or tenure shall be the period since the original

appointment. The period of review for application for promotion to Full Professor shall be the period since the previous application for promotion to Associate, or, if the candidate was hired at the Associate rank, the period since the original appointment.

II.3.5. The candidate shall identify all materials to be considered, and to make available copies of those not already available in the candidate's Personal Action File (PAF). Completeness must be balanced against the consideration for the time commitment required of the committee and other evaluators. If material can be summarized or cited rather than included, this is preferable. The candidate should provide an Appendix to the evaluation package that contains originals (programs, reprints, books, grant proposals, course syllabi, CD's, DVD's and other materials, lab manual, letters of thanks, commendations, newspaper articles, manuscripts, etc.). These supplement materials will be provided with the package and kept in the individual candidate's office; only an index to the Appendix (that specifies where the supplemental material is located) is then included in the RTP package.

**II.4. Student Evaluation of Teaching:** Refer to the policy on Student Evaluation of Teaching in the University Manual for an explanation of the role and procedures for the use of students' evaluation of teaching in the RTP process.

II.4.1. The probationary and tenured members of the department shall develop a plan for the collection of materials from students which adheres to relevant university policies regarding the submission of RTP materials.

II.4.2. The plan shall include methods for publicizing (on department bulletin boards and other relevant locations, newsletters, etc.) names of committee members to whom material is to be submitted, submission procedures, and, during an RTP cycle, the names of candidates for retention, tenure, or promotion. A committee calendar shall be established and published at an early date in each cycle. Candidate names will be publicized for a two-week period ending 10 days before the deadline for candidates to submit their RTP packages. Copies of any materials generated by this process will be given to the candidate 10 days before their deadline for submission so that they may have a chance to respond to the materials.

II.4.3. Evaluations by students are an important element to be considered by faculty evaluation committees in assessing the quality of teaching performance of colleagues. Such evaluations are not the only element to be considered. Other indexes of the quality of teaching performance include) direct observations by peers in classroom; ii) judgments about the

quality of instructional materials; iii) examinations and examination procedures, etc.

II.4.3.1. The Department of Theatre and New Dance provides a departmentally approved survey (see DRTPC appendix) that is consistent with Policy 1329. Relevant university procedures will be followed in regard to the administration, collection, and analysis of the survey per the process determined by the office of faculty affairs.

II.4.3.2. All student evaluation summary sheets become part of the faculty member's Personnel Action File. The analyses of the results of student evaluation of teaching serve as one of the elements by which peer review committees evaluate the quality of teaching performance. They are a source of information contained in the PAF available to RTP committees, post-tenure review committees, temporary faculty review committees, and other committees of tenured faculty charged with recommending actions based in part or wholly upon teaching performance. In addition, a digital copy of each student evaluation summary will be provided by email to each faculty member, and should be retained by the candidate because it must be included in the candidate's RTP packet.

II.4.3.3 The acceptable range (see discussion of this range in later section III.3.3 of this document) of student evaluation results will be based on the departmental composite average. This average will be calculated annually and provided to all tenured and probationary faculty. Ongoing analysis of results will not change the expected range by which a given candidate will be evaluated, but may signal the need for future revisions to the criteria. The faculty may choose to revise the criteria as needed, in accordance with University policy.

II.4.4. Out-of-class Evaluation Comments. Faculty, students and academic administrators may contribute information about the qualifications and performance of an RTP candidate.

II.4.4.1. Student comments may be solicited collectively, but not individually. A department chair or dean/director may, in response to an unsolicited oral comment from a student, advise the student that any formal consideration of the comment requires that it be reduced to a written, signed statement that includes the student's Bronco ID #. (#1329, 1.4). Faculty will receive a copy of the statement and have 10 calendar days to respond, if they so choose.

- II.4.4.2. The following process will be used by the department to solicit comments from students. Individual candidates or faculty members may not solicit such comments.
- Students will be informed by announcements placed on departmental bulletin boards, and an email message sent to all majors and minors.
  - Students will be informed of the deadline to submit comments between 1 and 2 weeks prior to the deadline. The deadline for submission of comments will be at least 10 calendar days before candidates must submit their materials.
  - All announcements ahead of a given deadline will be made concurrently.
  - The DRTPC shall seek input from all candidates regarding the exact language used in the announcements, and any additional students who may be eligible to provide comments. The announcements shall be accessible, easily understood by students, and must clearly indicate the candidate(s), and what information is being solicited.
- II.4.5.3. Students may submit written comments expressing their opinion of a faculty member's teaching performance at any time. All written comments must be signed and dated with the student's name and ID number to be included in the candidates' action file. (For more detailed information on Student evaluations see Policy 1328 and Policy 1329 An announcement shall be sent in the 14<sup>th</sup> week of the Spring term, reminding students that they may submit comments to the DRTPC at any time in accordance with procedures indicated in II.4.5.2 of this document.
- II.4.5.4. All comments received shall be provided to the candidate. The deadline for comments to be included in a candidate's evaluation cycle is 10 days before the deadline of the candidates RTP packet submission.
- II.4.5.5 Faculty members and administrators will be notified of the content and distribution of announcements.
- II.4.5.6. Comments received after an RTP cycle deadline would be taken into consideration in the next evaluation cycle; however, they still need to be given to the faculty member right away and provide the opportunity for rebuttal. Both documents would go to the PAF and considered in the next cycle

## **II.5. Peer Evaluation of Teaching (See Policy 1328 Section 3.3 )**

- II.5.1. Peer evaluation of teaching shall include class observations and a review of course syllabus and related material. The individual faculty unit employee being evaluated shall be provided a notice of at least five (5) working days that a classroom visit, online observation, and/or review of online content is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits their class(es) regarding the classes to be visited and the scheduling of such visits. Written evaluations shall be provided to the candidate within two weeks following the observation. . The report must be submitted to the faculty member and to the DRTPC chair. The candidate has the right to respond in writing to the peer evaluation within ten (10) calendar days of receiving the evaluation. It is the responsibility of the DRTPC chair to forward the peer evaluation, and the candidate's response (if any), to the dean/director for placement in the candidate's PAF.
- II.5.2 The candidate is required to have a minimum of one peer evaluation per semester in each academic year by tenured faculty of higher rank than the candidate being evaluated, as determined by the DRTPC chair and/or department chair. At the beginning of each academic term, the DRTPC chair shall coordinate the assignment of evaluators to candidates. Peer evaluations shall reflect, to the degree possible, the breadth of courses taught.
- II.5.3. Only peer evaluations conducted either prior to or during the period under consideration may be used for that period's deliberations. Exceptions may be allowed if the candidate does not have the minimum number of evaluations.
- II.5.4. The DRTPC is responsible for ensuring that the minimum number of peer evaluations is conducted and that a copy of each written evaluation is submitted to the faculty member within two weeks of the class visit. The committee may evaluate additional classes as necessary to support an accurate evaluation.
- II.5.5. A candidate may request additional peer evaluations beyond those initiated by the DRTPC. Such requests are to be directed to the DRTPC chair, and shall not be refused unless the request is made after a deadline established by the department. All peer evaluations of teaching conducted as part of the RTP process shall be included in the RTP package
- II.6.** The following sections apply to candidates and future candidates serving in administrative positions or performing administrative duties, serving in positions of academic governance, or on leave (Policy 1328).

II.6.1. Candidates who are away from campus during the academic year in which they must/may apply for action shall observe the same procedures and timelines as candidates in residence. Candidates may provide their RTP requests by e-mail, and must provide contact information to be used for communications as needed. It will be the candidate's responsibility to meet all deadlines.

II.6.2. Candidates who accept research, administrative, or academic governance positions outside of the Department while they are still eligible for RTP action must ensure that they understand Department expectations during the time they are away. Candidates in these positions remain subject to the standard RTP requirements and calendar. Candidates shall develop a memorandum of understanding (MOU) with the Chair of the DRTPC and the Chair of the department, specifying:

- Expected outcomes of the activity
- required materials to be submitted for the purpose of evaluation of the candidate's activity
- Methods of evaluation

The candidate will submit this MOU as part of their RTP package. For the teaching and advising portion of RTP evaluation, since a release from teaching duties often occurs with research, administrative, or academic governance reassignments, the DRTPC will use for its deliberations the last year of full-time teaching for candidates on sabbatical leave, on an overseas assignment for the university, or at another institution serving as a visiting professor/scholar.

II.6.3. Candidates who have taken leaves for administrative positions, to serve in academic governance positions, or to serve as visiting scholars at other institutions shall submit reports on their activities and their relevance to the department's goals. The DRTPC also requires written evaluations from their superiors or sponsors that indicate the quality of the candidate's performance. Candidates will submit these reports and evaluations as part of their RTP package.

II.6.4. The MOU must be reviewed and signed by the candidate, the DRTPC Chair, and the Department Chair prior to the submission of the RTP package relating to the year during which the candidate earns release from normal duties. The Dean, and the Provost or designee from the Office of Faculty Affairs must also review and approve of this MOU prior to the candidate's submission of the RTP package that relates to the year or years on leave.

## II. 7 **Requests for External Reviews**

A request for an external review of materials submitted by a faculty unit employee may be initiated at any level of review by any party to the review.

II.7.1. Such a request shall document (1) the special circumstances which necessitate an external reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer.

II.7.2. The DRTPC chair shall receive all such requests and coordinate the review request process and will notify all parties to the review of the request.

II.7.3. The request must be approved by the President with the concurrence of the faculty unit employee. (CBA 15.12d)

### **Section III - Criteria for RTP Action**

#### **III.1. Elements of Performance and Evaluation**

##### **III.1.1. Departmental Evaluation of Candidate**

The candidate shall be evaluated according to the criteria stated in this document. No other criteria are applicable, unless stated in writing, to the agreement of the candidate, the DRTPC Chair, the Department Chair, the Dean, the URTP Committee, and the Associate Vice President for Academic Affairs.

III.1.2. Criteria for reappointment decisions shall be the criteria that were in effect during the candidate's first academic year of probationary service on this campus.

III.1.3. The DRTPC evaluation report and recommendation shall be approved by a simple majority of the membership of the DRTPC. The DRTPC shall not assign any of its duties to any other group or individual.

III.1.4. The candidate is evaluated in four categories: teaching and advising, creative contributions to the Department, scholarship and creative activities, and service.

III.1.5. The DRTPC in its evaluation of the candidate shall take into account information from the following sources:

1. Summaries and interpretations of student's evaluations.
2. Summaries and interpretations of peer evaluation of teaching performance.
3. Self-evaluation provided by the candidate.
4. Signed material received from other faculty, administrators, and students (which are to be added to the candidate's RTP package).

5. Material requested from the candidate by the committee, which may include requests for clarification, correction to or augmentation of any section/part of the RTP package.
6. Other material in writing identified by source submitted to the committee before the closing date.

III.1.6. All information considered by the DRTPC in making evaluations and recommendations will be included in the RTP package.

### **III.2. Candidate's Responsibilities**

III.2.1. The Candidate shall assemble an RTP package that documents their accomplishments and makes a positive case for the requested action. In addition to their self-evaluation they shall submit student teaching evaluations, peer evaluations, an updated CV, and a self-assessment narrative (see Policy 1328). The candidate is invited to seek counsel from the DRTPC regarding the preparation of the RTP package.

III.2.2. The candidate shall provide a self-explanation as part of the RTP packet. In this self-evaluation a candidate shall explain how they have met or exceeded the Department's criteria for the action(s) requested. The evaluation shall be structured so as to make very explicit references, item by item, to the Department's RTP criteria. The candidate must address the previous year's self-evaluation and the goals established therein and relate them to this year's self-evaluation.

III.2.3. Candidates are expected to aid in fulfilling the goals of the Department, College and University mission. Candidates must address the Department's goals and philosophy in the RTP package and relate activities to these goals.

### **III.3. Methods of Evaluation**

Faculty evaluations are based on the assumption that all faculty members will be employed for both formal teaching assignments and for creative project assignments in the Department's production program. The criteria were developed in line with the goals and mission statement of the Department.

In accordance with University RTP criteria, the Department ranks its evaluation criteria in the following order: Teaching Effectiveness and Creative Contributions to the Department. The evaluation of Scholarly, Creative and Professional Achievements, and Service, to the Department, to the College, to the campus and to the community are to be ranked below the first two, but are of equal importance.

Faculty evaluations will be based primarily on teaching effectiveness and creative contributions to the Department. Additional areas are to be evaluated, but it is not expected that a candidate excel in all of these areas, nor is any one of them a determining factor.

Faculty evaluations will address past evaluation recommendations for improvement made by the DRTPC and note the level to which those recommendations were met or the circumstances where they were not fulfilled. They will also examine the candidate's documentation of the achievement of their Faculty Goals set out in earlier RTP documents and discuss the outcomes of the candidate's efforts.

### **III.3.1. Teaching Effectiveness**

Criteria for a Successful Candidate: Suggested Behaviors and Evidence.

Teaching effectiveness is not to be taken for granted at any rank. It is not to be assumed, for promotion to any level, that because a faculty member attained excellence in teaching as an assistant professor that that excellence will automatically be retained. Emphasis will be placed, therefore, on the current work of the candidate.

### **III.3.2. Evidence of Effective Teaching: Candidate Performance**

Accomplishment in the area of teaching is to be measured by:

1. Command of the subject, currency of course content, and skill in organizing material as evidenced by course material, content and performance in the classroom.
2. Intellectual and creative integrity, ability to stimulate and inspire a high level of student accomplishment and ability to supervise independent studies as evidenced by course content, course evaluations and examples of student achievement.
3. Effectiveness of student advising and mentoring as evidenced by success in advising duties and by student accomplishment.
4. Curricular development, learning outcomes assessment, and "the scholarship of teaching" as evidenced by documents of curricular related work.
5. Creation and use of technology in the classroom, team-teaching collaboration where appropriate, service learning, inclusion of international and multicultural perspectives within the discipline will serve as examples of successful teaching.
6. Demonstrated ability to work with diverse students and incorporate the Department philosophy and mission into lecture, theory, technique and studio courses, as evidenced by course content, course projects and student evaluations.

### **III.3.3. Evidence of Effective Teaching: Student Evaluations**

The candidate should stay within the department composite average score on student evaluations. This is generally in the 1.5-2.0 area with 1.00 being best. Scores that are higher in number should be discussed in the self-evaluation and plans for improvement articulated by the candidate. The DRTPC can offer support and mentoring to candidates who require help toward improved student evaluation scores through the Faculty Goals.

### **III.3.4. Evidence of Effective Teaching: Peer Evaluations**

These evaluations are considered very important by the department. If used correctly, they can be an effective way of helping candidates to make improvements in the classroom. The DRTPC can offer support and mentoring to candidates who require help toward improved peer evaluations. Peer reviews are given an overall rating of either excellent, satisfactory, needs improvement, or unsatisfactory.

Peer evaluation of teaching will look for the following behaviors of teaching success in the classroom. The candidate should:

1. Demonstrate appropriate classroom demeanor and respectful interaction with students.
2. Demonstrate knowledge of subject matter and ability to present information.
3. Demonstrate an ability to teach an organized and effective class.
4. Demonstrate an ability to teach in a way that compliments the existing program and supports the Department's philosophy.
5. Demonstrate an ability to be inventive in a variety of situations and with a variety of limitations when necessary.
6. Demonstrate an ability to work with diverse student populations.
7. Demonstrate an ability to mentor students as demonstrated by ability to stimulate creativity, inspire accomplishment and encourage students to return.
8. Demonstrate an ability to incorporate Department projects and themes into course work in a creative and effective way when necessary.

### **III.3.5. Evidence of Teaching Effectiveness: Self -Evaluation**

The written self-evaluation of teaching effectiveness should include discussion of above behaviors as well as the items below as demonstration and evidence of teaching accomplishment.

1. Evidence that all course objectives and schedules were met and assignments and projects were appropriate to the course.
2. Evidence of knowledge of and use of various methods of teaching and evaluating student achievement.

3. If courses were prepared and taught which were new to the candidate, preparation and research efforts.

### **III.3.6. Evidence of Teaching Effectiveness: Advising**

c The Candidate should address their advising responsibilities, giving evidence of participation and effectiveness in these duties. For example, participation in guiding students for Department productions, quality of senior project presentations, numbers of students advised, involvement with activities of student organizations, etc., could show evidence of successful and active advising.

Evaluation by the DRTPC will be based on the professional judgment of the DRTPC members. Faculty evaluators will review and judge teaching performance and advising activities as articulated by the candidate and supported through student and peer evaluations.

## **III.4. Creative Contributions to the Department**

Department faculty members are recruited not only for formal classroom expertise and student mentoring but also to contribute to the creative life of the programs. As individual artists they interact with students in the development of their art and the creation goes beyond the area of teaching effectiveness and into the area of creative activity and work.

Faculty members are expected to set a standard of artistic excellence in their area of expertise, to maintain high standards of organization and efficiency in production, and to promote student members of the production team to emulate these standards of artistry and efficiency.

### **III.4.1. Criteria for Evaluation and Models for Behavior**

Criteria for evaluation and expected behaviors within the faculty member's assigned area are:

1. Achievement of artistic merit of the final project or production
2. Achievement of original and imaginative contributions to the production as a whole.
3. Demonstration of ability to schedule, organize and supervise the preparation process.
4. Demonstration of ability to prepare and adhere to accurate budgets.
5. Achievement of and evidence of command of appropriate research techniques and resources.
6. Achievement and demonstration of ability to provide a positive and effective learning environment for the students.
7. Demonstration of ability to integrate Department philosophy into projects.

### **III.4.2. Instruments for evaluation of creative contributions shall include:**

1. Specific evidence provided by the candidate, which can include the productions and/or projects themselves, individual performances, scripts, photography or videos of designs and self evaluations. (Those persons most closely associated professionally with the candidate should give most weight to evaluation).
2. Critical opinion of the public, including reviews, letters and other testimony.
3. Critical opinion raised in post show assessment discussions with students, staff and faculty.
4. Input by faculty members who have worked with the candidate in productions and/or projects.
5. Student input through written testimony. For written testimony to be included, the letter must be signed, dated and include the student's identification number.
6. Awards and honors to the candidate and/or their students.

#### **III.4.3. Scholarly, Creative, and Professional Achievements**

In both dance and theatre scholarly achievement can be demonstrated by producing, directing, choreographing, performing or designing a theatrical production or event, developing projects with community centered performing groups, participation in festivals, conferences, multimedia projects and exploration and study of new forms and techniques. These are a few examples of manifesting professional growth.

Other examples include, but are not limited to, publications of quality and importance in books, journals, or other publications; writing and/or obtaining grants and other support for creative efforts; participation and leadership in professional associations, panels, workshops, or dance companies; lectures, visiting professorships, Artists in Residence, service as critic or judge, or editorial service.

#### **III.5. Models of behavior for Scholarly, Creative, and Professional Achievements**

The faculty value high artistic and scholarly standards and recognize the array of opportunities that are available for creative and scholarly activities. Excellence in performance, whether as performers, choreographers, producers, writers, researchers or facilitators, is valued. The Department also supports the concept of life-long learning and expects our faculty members to strive to increase their own learning through classes, workshops, symposia, and other means of study. The integration of this knowledge into the classroom and New Dance Program projects is also highly valued.

##### **For Dance specifically:**

1. Public performance for self or other dance companies, organizations, etc.

2. Public presentation of choreography for self or other dance companies, organizations.
3. Demonstration of high level of artistry in works for university and external community.
4. Choreography or performance for dance, film, theatre, festivals, galleries, etc.
5. Active in unique collaborations or learning opportunities.
6. Publishing in media appropriate to specialty area and providing reviews in recognized publications.
7. Incorporating creative work into New Dance Program projects for students, university and community.
8. Continued research through lessons, private study, workshops, conferences, etc.
9. Continued study with master artists and expansion of areas of knowledge.
10. Obtaining external funding to be used for scholarly activities.
11. Consulting in specialty area.
12. Participation in professional organizations.
13. Teaching or presenting at workshops, conferences, festivals, etc.
14. Development of meaningful projects for the campus and/or community.
15. Invitation to participate in research or other creative activity at another institution.

**For Theatre specifically:**

1. Publications of quality and importance in books, journals, or other publications;
2. Visiting Professor
3. Artist in Residences
4. Service as critic or judge
5. Editorial service
6. Museum and Gallery exhibits
7. Participation and leadership in professional associations, panels, workshops, or meetings theatre companies; lectures,
8. Performance: acting for theatre, film, television, industrials or voice-overs
9. Directing
10. Fight Choreography/Stage Combat
11. Vocal and dialect coaching
12. Community based theatre
13. Guest teaching
14. Multi-disciplinary collaborations
15. Scene design
16. Lighting design
17. Costume design
18. Technical direction
19. Production management,
20. Playwriting
21. Professional commission

22. Professional quality self-production
23. Professional memberships/organizations
24. Specialized pedagogies such as Linklater Designation, Laban, Viewpoints, etc.

Evaluation by the DRTPC will be based on the professional judgment of the DRTPC members. Candidates will articulate their professional interests in their Goals and be evaluated relative to their area of expertise. Faculty evaluators will review and judge both the quantity of accomplishments and quality of achievement in each category as articulated by the candidate and supported by documentation when applicable.

**For Theatre specifically:**

Creative and Professional achievement involves the application of the candidate’s theatre expertise in areas outside the University assignment. (Examples: summer theatre festivals, professional theatre, community theatre, university theatre, and professional workshops.) Activities include but are not limited to performance (acting for theatre, film, television, industrials or voice-overs), directing, choreography, vocal and dialect coaching, community specific theatre, guest teaching, multi-disciplinary collaborations, scene design, lighting design, costume design, technical direction, production management, playwriting, professional commission, and professional quality self-production. In addition, memberships, professional organizations, **Kennedy Center American College Theatre Festival (KCACTF)** and specialized pedagogies that are celebrated scholarly activities.

Invitation to participate in research or other creative activity at another institution.

Evaluation by the DRTPC will be based on the professional judgment of the DRTPC members. Candidates will articulate their professional interests in their Goals and be evaluated relative to their area of expertise. Faculty evaluators will review and judge both the quantity of accomplishments and quality of achievement in each category as articulated by the candidate and supported by documentation when applicable.

**III.6. Service to the Department, to the College, to the Campus and to the Community**

**III.6.1. Expected Performance**

Service is an area where the candidate is expected to grow in over time as a member of the University community. It is not expected that a beginning candidate will serve in all of the areas listed below in their beginning years. What is expected is a demonstration of ability and quality in each assignment accomplished and a demonstration of active willingness to engage in service opportunities. Department service on

committees and special assignments are vital to the Department's success. Teamwork is important and each faculty member is expected to contribute to the workload at the appropriate level and to contribute to the atmosphere of collegiality and trust that is essential in the Department. The DRTPC and Chair will advise candidates throughout the RTP process as to where each can best serve. Committee work at the college and university levels is also important and increases the profile of the Department. Community service that supports the mission of the Department is of special value and it is recognized as contributing to the development of a model of integrated learning.

Service to the community will be evaluated primarily in relation to a given faculty member's teaching area or areas, as distinguished from those contributions deriving from other more generalized community activities. Typical activities are: advisory or consultant work with community dance and theatre companies, service organizations, educational institutions or governmental organizations; service as critic or judge; lectures, workshops, or special performances for community organizations and community outreach.

Community outreach plays an important role in the department's mission. Participation in the department's annual High School Scene Festival, Morning Matinees, and Touring High School Workshops, Artistic projects, Peer Theatre, Community based projects are significant contributions to the department and the professional growth of the faculty. Supporting High school drama and dance programs through consultation, prop and costume loan is also a component of community outreach.

Evaluation by the DRTPC will be based on the professional judgment of the DRTPC members. Upon request, records of activities, especially those outside the personal knowledge of the Department faculty, may be supported by written testimony by appropriate administrators – internal or external – or faculty members. Faculty evaluators will review and judge both the quantity of accomplishments and quality of achievement in each category as articulated by the candidate and supported by documentation when applicable. Service areas will also be part of the candidate's Goals.

## **Section IV - Criteria for Reappointment, Tenure and Promotion**

### **IV.1. Criteria for Reappointment**

1. Candidates for initial appointment to probationary positions should have the potential for tenure and promotion to the advanced rank.
2. Candidates should provide evidence of maintaining a progressive advancement record following the guidelines of departmental expectations set out in Criteria for Tenure and their Goals.

#### **IV.1.1. Teaching Effectiveness**

A probationary faculty is expected to demonstrate a clear commitment to, and promise in, the category of teaching excellence and student advising. At the time of annual student and peer evaluations, the candidate must comply with all requirements indicated under Teaching and Advising.

Teaching performance and advising will be evaluated throughout the probationary period by means of self-evaluation, student evaluations, and peer reviews. Probationary faculty must have every class evaluated by students each semester. The faculty member is expected to have a composite average score on the last year's evaluations of "good" or "very good" (or evidence of progress toward this average score) in student evaluations. This is generally in the 1.5-2.0 area with 1.00 being best.

The *majority* of peer reviews must be rated as satisfactory or higher, and the self-evaluation must present an accurate account.

#### **IV.1.2. Creative Contributions to the Department**

Department faculty members are recruited not only for formal classroom expertise and student mentoring but also to contribute to the creative life of the program. As individual artists they interact with students in the development of their art and the creation goes beyond the area of teaching effectiveness and into the area of creative activity and work.

The faculty member is expected to set a standard of artistic excellence in his or her area of expertise, to maintain high standards of organization and efficiency in production, and to promote student members of the production team to emulate these standards of artistry and efficiency.

#### **IV.1.3 Creative Activity and Scholarship**

A probationary faculty member is expected to demonstrate promise in the category of Creative Activity and Scholarship. A candidate for reappointment should be able to document work in progress. The faculty member is expected to be actively involved in areas of creative contributions to the Department and scholarly, creative and professional activities as outlined above and in their Faculty Goals and with increased productivity throughout years 4-6 in preparation for applying for tenure.

#### **IV.1.4. Service**

A probationary faculty member is expected to serve on Department committees, regularly attend and participate in Department meetings, and demonstrate a commitment to other service to the University and larger community. The faculty member is expected to give service to the

university and community each year as outlined above and in their Faculty Goals and with increased productivity and effectiveness throughout years 4-5 in preparation for applying for tenure.

## **IV.2. Criteria for Tenure**

A faculty member is eligible to apply for tenure at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for early tenure.

Tenure is based upon the consistency of performance. An instance of an outstanding and critically acclaimed project or an exciting experimental accomplishment in a class contributes to, but is not the basis for, tenure. Tenure is not solely a reward for services performed during the probationary term but is an expression of confidence that the faculty member will continue as a valued colleague and good teacher. It presumes a growth in contributions to the creative aspects of the Department and the assumption of greater responsibility in Department and University assignments as well as the profession.

A candidate may make the case for tenure with various forms of evidence. Some candidates may excel in some areas more than others. Measures that the DRTPC shall use to determine a particular case include:

### **IV.2.1. Teaching Effectiveness**

1. A candidate's report of their teaching effectiveness should be part of their RTP package. In this report a candidate shall assert evidence of teaching effectiveness and explain how this evidence supports their case for tenure.
2. Peer evaluations that document the candidate's effectiveness. Faculty peer reviews should provide positive reaction to teaching methods, course organization and currency of content. The candidate must demonstrate effectiveness in advanced as well as introductory levels.
3. Consistent student evaluations in a variety of courses that achieve an average of good or better. A candidate shall address any variations from this standard and explain what steps they took to address and remediate this variance.
4. Participation in activities that help a candidate develop or improve their skills as an educator and an advisor. Candidates must explain in their RTP package how participation in such activities led to specific changes that helped students learn.
5. The appropriate creation, development or revision of curriculum as related to the teaching duties of the candidate.
6. The mentoring of departmental minors and potential major students.

7. Participation in activities related to student projects, clubs and organizations that support and enhance the Department's educational mission.

The DRTPC expects a candidate seeking tenure to have demonstrated a superior level of participation and achievement over the span of their employment.

#### **IV.2.2. Creative Contributions to the Department**

As a member of a production and project-oriented program, the candidate's record must be examined.

1. The candidate must evidence creativity, and a demonstrated body of artistic work that provides evidence of growth and maturity.
2. The candidate should promote a standard of excellence and professionalism in their area of expertise that the students will want to emulate.
3. The candidate must prove an effective collaborative artist with others, including students, faculty, guest artists and other contributors.
4. The candidate should also demonstrate a consistent pattern of presentations, performances, publications or other scholarly and creative endeavors, throughout the probationary period, that establishes their ability to contribute to the Department and its mission.

#### **IV.2.3. Creative Activity and Scholarship**

A candidate for tenure is expected to demonstrate success in the category of Creative Activity and Scholarship. A candidate for tenure should be able to document work in progress in categories indicated under these areas.

Evidence of engagement and success that the DRTPC shall use to determine success in this area include items explained in III.4.1. Candidates should meet goals outlined in the Goal and demonstrate a pattern of successful scholarship and creative activity. The area of activity should also reflect the Department philosophy, mission and goals.

Scholarly or professional achievements. Candidates should engage in active scholarly writing for journals and published sources (including the internet) or show active production activities in the entertainment profession which may include, corporate theatre, motion pictures, television, regional theatre, community based theatre, professionally recognized local theatres, and international theatre companies. Active auditioning, portfolio presentation, and play or screenplay submissions are encouraged.

#### **IV.2.4. Service**

A candidate for tenure is expected to serve on Department committees, and regularly attend and participate in Department meetings. As the candidate gains experience, they shall accept college and university assignments whenever possible. Examples of service are listed below, but candidates may participate in other similar activities as opportunities arise.

1. Candidates should show active participation in Department governance and/or production management, and college committees.
2. They should act as chair of at least one of the Department's committees, providing consultation to the faculty on the committees' work and initiatives.
3. They should show evidence of effective execution of assigned and related duties throughout the probationary period, successful and timely completion of Department assignments, and effectual participation on other committees.
4. They should engage in community based performance activities or projects for the Department.
5. They should develop a consistent pattern of productive contributions to the university and greater community, throughout the probationary period, that is relevant to their role in the Department.

#### **IV.3. Criteria for Promotion to Associate Professor**

Faculty members are eligible to apply for the first promotion at the time they apply for tenure (See Sections 14.2 and 14.3 of the CBA). Once tenured, the faculty member is eligible for a subsequent promotion after having served four years in the current rank. Applications for promotion prior to having attained eligibility are applications for early promotion.

Because promotion to associate professor is tied to tenure, the criteria for promotion to associate professor are those for tenure. Therefore the candidate for promotion to associate professor must satisfy the departmental criteria in III and IV.1 through IV.3. In addition to the criteria already listed, the DRTPC will be considering the following criteria:

1. The position of Associate Professor presupposes considerable academic and/or professional experience and accomplishment.
2. Promotion to Associate Professor requires an establishment and consistent pattern of competence in teaching and other academic assignments. The candidate's teaching record should reveal command of their subject, skill in organization and presentation of material, and the ability to generate enthusiasm.

3. The candidate's record will be examined for significant contributions to the development of students and for specific breakthroughs that students have made in creative or academic areas that can be attributed to the candidate.
4. In terms of service, the candidate is expected to have made significant contributions through curriculum development, committee work or other appropriate service.
5. Promotion to Associate Professor does not require the extent of scholarly, artistic, or professional contributions expected for the rank of Professor, but at the same time, it requires demonstrable achievement or contribution to the candidate's discipline or professional community beyond the university campus.
6. There should be demonstrated progress on all long-term projects and new projects should have been developed during the probationary years, as outline in the Goals.
7. The production/project process normally requires rigorous research as well as creative imagination, and the evidence of the process must be established.
8. Candidates whose major assignments fall into the creative or artistic categories must offer some evidence of maintaining an active relationship within their profession, and the ability to function as a leader on the production team.
9. Professional contributions should demonstrate the candidate's potential for leadership in the professional community or the ability to make valuable contributions to the chosen discipline.

#### **IV.4. Criteria for Promotion to Professor**

Professor is the highest academic rank and should represent potential realized and the achievement of excellence. Faculty Goals should have been met and new ones developed at a higher level of achievement. The promotion committee should raise and affirmatively answer questions such as: Does the professional or the academic community at large look to the candidate for counsel? Is the candidate's teaching emulated in the field? Has the candidate affected the growth and development of the Department? Are candidates recognized by their peers as having made a qualitative contribution to academic and/or production practice?

IV.4.1. Promotion to Professor requires a continuing pattern of superior teaching. Students should look to candidates for leadership and respect the wisdom of their accumulated experience. At the Professor level, the candidate should demonstrate continued effectiveness and professionalism, showing competency in the classroom, efforts to improve and stay current, and willingness to support fellow teachers in their efforts to improve and stay current. They should be a leader in terms of curriculum development and scholarship. They also should be effective mentors to advanced students as demonstrated through senior projects. There should be strong evidence of teaching effectiveness and successful advising activities as verified

through self-evaluations, student evaluation scores, and peer evaluations throughout the period as Associate Professor.

- IV.4.2. It is expected that candidates for promotion to Professor will present evidence of substantial achievements and of continuing activity in the Department and in their profession, either through research, artistic or professional contributions to their field. Though it is not expected that a candidate be a leader in all of the areas involved in dance or theatre it is expected that the candidate present evidence of recognition and excellence beyond the department level.

Evidence may take the form of awards for artistic efforts (N.E.A., C.A.C., Ford or Rockefeller grants), organizational recognition (leadership in such organizations as S.C.E.T.A., A.T.A., VASTA, U.S.I.T.T., or Entertainment Unions such as AEA, SAG-AFTRA, USA, and IATSE), scholarly recognition (publications in such journals as Theatre Journal, Theatre Topics, Theatre Forum, Theatre Design & Technology, American Theatre or Fulbright or N.E.H. grants), or employment by recognized theatres (South Coast Repertory, Mark Taper Forum in the professional sphere, Pacific Conservatory of Performing Arts or, Boston Court Theatre among others).

Evidence may take the form of awards for artistic efforts from performance or grant giving institutions, organizational recognition, scholarly recognition (publications in such journals as C.O.R.D. publications, performance journals, etc.), or professional engagements at various theaters, presentational units, festivals, colleges, companies, etc. There should be a pattern of growing sophistication and scholarship found in their Goal over the years.

- IV.4.3. Normally, the candidate should evidence increasing effectiveness in other aspects of academic assignment, as for example, significant contributions to the Department, school and university through committee work or other appropriate service. They should demonstrate greater responsibility and effective execution of assigned and related duties throughout the period as Associate Professor, including mandatory service on at least one College and University committee or body (such as the Academic Senate) in addition to other committee responsibilities and departmental assignments, as verified through self-evaluation and other documentation. There also should be a consistent, continuing pattern of productive contribution to the university and community that is relevant to their role in the department throughout the period as Associate Professor. A Professor should also be able to serve as a role model and mentor for younger faculty.

## **IV.5. Criteria for Early Tenure**

Criteria for early tenure are governed by Section 2.6 of Policy 1328 .

All of the following conditions must be met:

1. The candidate must have been in one academic rank as a full time tenure-track member for at least two years before the effective date of early tenure.
2. The candidate must satisfy the criteria for tenure.
3. The candidate must demonstrate exceptional performance or extraordinary accomplishments (as defined below) in all areas of evaluation, i.e. teaching performance and advising, creative contributions to the Department, scholarly, creative and professional activities, or university or community service as judged by the DRTPC.
4. The candidate must receive the endorsement of a majority of the DRTPC.

IV.5.1. To be considered for early tenure, the faculty member must be making excellent progress and a strong contribution to the Department (as defined below). Further, the candidate must qualify under the following Department criteria. Criteria for early tenure place emphasis on teaching ability and accomplishment, and require exceptional performance or extraordinary qualifications with regard to professional activities, and university service. [Plus demonstrate exceptional performance and extraordinary qualifications satisfying four of the six additional criteria.]

IV.5.2. Teaching: A record of documented excellence in teaching, evidence for which would be examples of student work, classroom materials, and student evaluations with average scores of the top level. Peer evaluations should verify extraordinary quality. There should be two or more years of effective advising, significant course and curriculum development, and significant work in assessment. There also should be exceptional innovative teaching methods and curricular development, special service learning development, or other evidence of unusual teaching achievements.

IV.5.3. An outstanding record in terms of creative contributions to University productions and projects as well as creative activity and scholarship. Evidence would include newspaper reviews commenting on quality of production, peer evaluations on candidate's contributions in creative activities, and reviews from organizations within the greater Los Angeles area. An impressive record of professional creative work and/or publications including significant performances, regional, national or international recognition.

IV.5.4. Outstanding major service to the Department, College, University and Community needs to be demonstrated through activities such as chairing major Department committees, initiating and carrying-through major

changes in Department programs and organizing and supervising performances, events and/or unique and unusually complex projects. Accepting and successfully completed a high level university assignment or leadership position would be considered documentation of superior achievement. Outstanding service to the School or University could be evidenced through: a) development of a new interdisciplinary or multi-cultural curricula, or b) development of outreach programs designed to attract new audiences and students to the campus; c) strengthening alumni relations and increasing external support for our program; or d) develop innovative service learning curricula that supports community based activities; or e) other efforts which clearly and strongly serve aspects of the University mission.

#### **IV.6. Criteria for Early Promotion to Associate Professor**

Criteria for early tenure applies to candidates seeking early promotion to Associate Professor. The Department will measure such applications in the same manner as the request for early tenure. Accomplishments must have been achieved after appointment as Assistant Professor.

#### **IV.7. Criteria for Early Promotion to Professor**

Candidates for early requests for promotion to professor must be exemplary leaders within the Department, college, and university. The time normally spent at the associate professor level is relatively brief. Only in a few cases, where candidates made unusually significant contributions and accomplished extraordinary amounts of work or achievements in all areas the Department takes into consideration in the RTP process, would result in the DRTPC supporting an application for early promotion to Professor.

Activities and achievements used to earn reappointment and tenure during earlier RTP actions may help candidates build a case for early promotion. Continued excellence in teaching, creative contributions, scholarship and creative activity, and service would not be enough to merit early promotion. The candidate would have to prove achievements above and beyond the professor level, which would probably include major innovations or additions to the Department as well as artistic and/or scholarly recognition at the national and/or international level.

### **Section V - Appendices**

#### **V.1. Department Approved Student Evaluation Form**

1. Instruction Sheet
2. Quantitative Evaluation Questionnaire
3. Qualitative Evaluation Form

#### **V.2. Department Approved Peer Evaluation Form**



**California State Polytechnic University, Pomona**  
**Department of Theatre and New Dance**  
**Criteria for Retention, Tenure and Promotion**  
**-2021-2026**  
**TABLE OF CONTENTS**

Section I – Introduction.....	1
I.1 Definitions.....	2
I.2 Department/Theatre Program Philosophy.....	3
I.3 New Dance Program Philosophy.....	4
 Section II – Procedures.....	 5
II.1 General Principles (from Policy 1328 ).....	5
II.2 Department RTP Procedures, Structure and Function.....	9
II.3 Candidate’s Responsibilities.....	12
II.4 Student Evaluation of Teaching.....	14
II.5 Peer Evaluation of Teaching (See Policy 1328 ).....	16
II.6 Candidates and Future Candidates.....	16
 Section III – Criteria for RTP Action.....	 17
III.1 Elements of Performance and Evaluation.....	17
III.2 Candidates Responsibilities.....	18
III.3 Methods of Evaluation.....	19
III.4 Creative Contributions to the Department.....	21
III.5 Models of Behavior for Scholarly, Creative, and Professional Achievements. ....	23
III.6 Service to the Department, to the College, to the Campus and to the Community.....	25
 Section IV – Criteria for Reappointment, Tenure and Promotion.....	 26
IV.1 Criteria for Reappointment.....	26
IV.2 Criteria for Tenure.....	27
IV.3 Criteria for Promotion to Associate Professor.....	29
IV.4 Criteria for Promotion to Professor.....	30
IV.5 Criteria for Early Tenure.....	32
IV.6 Criteria for Early Promotion to Associate Professor.....	33
IV.7 Criteria for Early Promotion to Professor.....	33
 Section V – Appendices.....	 34
V.1 Theatre and New Dance Program Approved Student Evaluation Form....	34
V.2 Theatre and New Dance Program Approved Peer Evaluation Form.....	34

Appendix I

## Student Evaluation Questions

1. The objectives of the course were clear at the beginning and maintained throughout the semester.
2. The instructor stimulates thinking and/or creativity.
3. The instructor is able to establish rapport with students.
4. Discussions, questions and/or other forms of inquiry were encouraged.
5. Instructor stimulated and maintained interest.
6. The instructor was fair and impartial in evaluating student's work.
7. The instructor evidenced knowledge of the course content.
8. Instruction was supported by examples, illustrations, demonstrations or exercises.
9. Provide an overall rating for this instructor.
10. Provide an overall rating for this course.
11. Rate the effectiveness of this course in challenging you intellectually and/or artistically.
12. The learning activities (such as projects, assignments or exercises) were effective and helped.
13. Instructor's availability during posted office hours.

Appendix II

Theatre and New Dance Program Approved Peer Evaluation Form

**DEPARTMENT OF THEATRE & NEW DANCE**  
*Peer Evaluation Form*

Instructions to Evaluator: Please elaborate on your judgments of the professor's performance. Discuss their strengths and give suggestions, where possible, for enhancing teaching effectiveness.

<b>Professor Evaluated:</b>	<b>Class Evaluated:</b>
<b>Evaluator:</b>	<b>Date Class Evaluated:</b>

Signature of Evaluator

Date

**I have received and read this evaluation.**

Signature of Professor Evaluated

Date