Department of Theatre

University of North Carolina Wilmington

Policies and Procedures Manual

PROPOSED REVISIONS August 2016

Note: The policies below are designed to clarify and be in alignment with the UNCW Faculty Handbook. If there is a discrepancy between the two documents, then the UNCW Faculty Handbook takes precedent.

UNCW Faculty Manual
http://uncw.edu/facsen/documents/Faculty_Handbook.pdf

College of Arts & Sciences Policy Manual

Human Resource Policy
http://uncw.edu/hr/policies.html

Department of Theatre Organizational Chart of Faculty
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PART I GENERAL POLICIES
Chapter 1: Vision & Goals

Theatre Department Mission
Our mission is to provide high-level education and training in theatre art within the context of a liberal arts environment. We combine pre-professional training with a solid academic core in order to prepare our students for a range of outcomes: from entry into the theatre and film markets to careers in related fields of communication and other cognate disciplines. For theatre minors and general university students we offer a range of production opportunities, as well as academic and active learning classes to augment the student’s breadth of knowledge. For the university community and beyond we provide outreach programs along with an eclectic and engaging season of productions that promulgate our view of theatre as an art-form and a representation of humanity.

Vision
- We educate a new generation of artists through close work with faculty and working theatre and film professionals.
- We provide the tools that enable students to conceive of numerous and varied paths leading to traditional and nontraditional careers in the performing arts, along with the entrepreneurial skills and a professional network that facilitate entrance into the field.
- We prepare liberal arts students with skills they learn in theatre studies – teamwork, goal generated techniques, discipline, research, problem solving skills, and innovative thinking – for success in many fields and careers.

Our vision entails several integral areas:
- A commitment to a distinctive and innovative curriculum
- Becoming a major destination theatre program with the region.
- Actively integrating our curriculum to embrace film, television and other media
- Fostering a spirit of joy, energy, and excitement in the work that we do

To achieve our vision we plan specific goals:
- Develop and execute successful outreach programs on multiple levels that link UNCW theatre to the community and campus
- Develop and retain a strong faculty and staff committed to collaboration, collegiality and excellence
- Nurture and encourage alumni ties and local giving
- Build a more committed and confident sense of community within our theatre students
- Strive to meet high standards of excellence in our productions and other public presentations of our program
- Collaborate and network with other departments to create diversity in population and processes

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• Aggressively pursue new technologies and practices to ensure viability of our students post-graduation

PART I
Chapter 2: Planning, Assessment, Objectives & Pedagogy
Department Learning Objectives

The B.A. Theatre major is designed to help students to meet the following learning objectives:

• An understanding of the historical development of theatre in western culture.

• An understanding of the historical context surrounding the development of playwriting, production design and technology, acting conventions, and theatrical architecture.

• The ability to analyze plays in terms of form, style, structure, content, and stagecraft.

• An understanding of an audience’s awareness of how the elements of dramatic literature and performance texts are integrated into theatrical production.

• An understanding of the roles of various theatre artists: playwright, producer, director, performer, scenic/lighting/costume/sound/multimedia designer, technical director, production manager, dramaturge, stage manager, etc.

Students in the Performance Option will demonstrate the additional learning outcomes:

• An appreciation and understanding of an actor’s ability to create a story, refine character development, define both the setting and time for a scene, assess a problem, and find creative solutions.

• An understanding of various performance techniques and styles through class discussion and critical feedback.

• The ability to use a combination of performance techniques in a theatrical production. A practical knowledge of the entertainment industry.

Students in the Production Design and Technology Option will demonstrate the additional learning outcomes:

• An appreciation and understanding of the role of the various artisans and craftspeople and how their contribution impacts theatrical production.

• An appreciation and understanding of the historical development of theatrical design and technology, and of contemporary technology’s influence on both production design and technology.

• The ability to practically apply learning outcomes received through traditional
practices of classroom lecture and through applied learning opportunities on all aspects of production.

**Students in the Customized Option will demonstrate the additional learning outcomes:**

- The ability to link theoretical and practical elements in the study of theatre with a focus on playwriting, directing, or other aspects of theatrical production.
- The ability to research, write, and revise a critical scholarly paper on some aspect of theatrical production or dramatic literature.
- The ability to make an effective oral presentation of such research and writing.

**Planning and Assessment**
The Theatre Department’s assessment program enables the department to continually assess student learning and revise its curriculum accordingly. Following the UNCW Division of Academic Affairs’ Guidelines for Annual Reporting of Assessment Activities, the department regularly reports assessment results and program improvements.

The following instruments are used to assess whether students are meeting the department’s learning objectives.

**Classes:** See Class SLO Assessment Chart. This chart shows which classes are delivering our SLO in the Core and in each option. SLO are measured by test and assignment scores and the average grades of those assignments are evaluated.

**Capstone Projects:** Each option includes a capstone course that features a defining student project that aligns with the given option’s stated SLO’s.

Note: As an applied learning program, assessment occurs throughout the course of each day for a majority of our students. Whether it be working in one of the production areas, or in rehearsal, students are afforded immediate feedback on techniques and methodologies attempted. Although this assessment is informal in nature, it is directly related to the practical application of knowledge received.

**PART I**
Chapter 3: Procedures & Protocols

**Department committees and structure**

**Season Selection Committee:** Department Chair, Technical Director/Production Manager (chair of committee), Three additional members (can be full or part-time faculty). The chair asks for volunteers and then assigns a committee that will have a variety of viewpoints.

**Curriculum and Assessment committee:** Assigned by Department Chair at start of each academic year. Membership includes at least one faculty member.

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from each option (Performance, Design/Technology, and Customized). Must be tenure or tenure track.

**Policies and Procedures Committee** (this includes mission and vision)
Assigned by Department Chair at start of each academic year.
Chair: A Senior Faculty Member
Members: All Full-time faculty eligible

**Reappointment, Tenure, Promotion (RTP) Committee:**
Chair: Department Chair (non-voting)
Members: All senior faculty

**Annual Review Peer Committee:** Shall be comprised of all senior faculty. If the number of senior faculty members reaches six, the department chair may opt to rotate membership on the annual review committee, with each senior faculty member serving every other year.

**Search Committees:** Will be assigned by the Department Chair as needed.
Search committee for the Department Chair Position shall be assigned by the Dean of Arts & Sciences.

**Auxiliary Productions Committee:** Will be assigned by the Department Chair. Committee should include the Production Manager and one performance faculty member. A third member may be appointed by the Chair. Will be responsible for Implementation of Auxiliary Productions. Example: 2nd season, student lab, CAB afterhours, Stage Company etc.

**Enrollment/Recruitment Committee:** Will be assigned by the Department Chair.

**PART I**

Chapter 4: Student Scholarship and Awards and Scholarships

A: Student Awards

**Philosophy**
Every year the department honors exceptional students at an end of the year ceremony/party and confers student awards:

Categories for nominees are:
- Most improved Performance
- Most Improved DT
- MVP Performance
- MVP DT
- Best All Around
- Rookie(s) of the year
- Academic Achievement
- Other categories may be proposed during nomination process

**Eligibility**
In order to be eligible for an award, a student must be a declared Theatre Major who has at least a 3.0 GPA overall and a 3.5 GPA in Theatre.
Criteria

- **Most Improved Performance** – Nominated by directors and performance faculty. For the student that has demonstrated dedication to their training and has applied this training to improve their skillsets.

- **Most Improved DT** - Nominated by the design and technology faculty. For the student that has demonstrated dedication to their training and has applied this training to improve their skillsets.

- **MVP Performance** - Nominated by directors and performance faculty. For the student that has demonstrated outstanding leadership and ethic as a performance or a customized option student.

- **MVP DT** - Nominated by directors or the design and technology faculty. For the student that has demonstrated outstanding leadership and ethic as a designer/technician or as a design and technology or a customized option student.

- **Best All Around** – Nominated by the faculty. For the student who has exhibited outstanding service and leadership to the department throughout their tenure within the university.

- **Rookie(s) of the Year** – Nominated by the faculty. For students that have demonstrated, during their first year, commitment to the department’s production program.

- **Academic Achievement** - Nominated by the faculty. For student that has excelled academically in the classroom.

**B: Student Scholarships**
The Department of Theatre currently offers four opportunities to apply for scholarship resources. A general call for applications, with accompanying guidelines are sent to Theatre Majors via their university email. These scholarships may vary depending on the availability of funds to support them.

a. [Kathleen Price Bryan Scholarship](#)
b. [The Doug Swink Scholarship](#)
c. [The Nikkita Donyal Johnson Diversity Scholarship](#)
d. [The Terry Rogers Award](#)

**PART II: THE FACULTY**

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Chapter 1: Faculty Status, Rank & Responsibilities

A: Faculty Status

A1: The Faculty
The university's faculty, broadly defined, consists of all full-time and part-time members of the teaching, research, or administrative staff who hold an academic title, including those on special faculty appointment.

Tenured and tenure-eligible ranks are professor, associate professor, and assistant professor.

Adjunct and part-time members of the faculty do not receive benefits normally associated with full-time employment, nor does such service count toward the attainment of a tenured position.

Although the faculty includes both full-time and part-time employees, for voting purposes the Faculty Governance Document [Ch. III.B, Art. 1] defines "The Faculty" as "those persons employed full-time by the University of North Carolina at Wilmington who hold the rank of professor, associate professor, assistant professor, or lecturer."

Committee of the Whole: Department of Theatre governance, which includes voting on matters of RTP, and curriculum is determined by the committee of the whole. The committee of the whole consists of all tenured and tenure-track faculty. For all other Departmental business, except where prohibited by University policy, all full-time faculty members have an equal vote. This includes faculty with appointments as Lecturers.

Academic rank
Lecturer
For appointment to the rank of Lecturer a candidate shall show promise as a teacher and evidence of service.

Senior Lecturer
For appointment to the rank of senior lecturer a candidate will show continued pattern of excellence in teaching and service.

Assistant Professor
For appointment to the rank of assistant professor a candidate shall show promise as a teacher and evidence of progress in the area of research or artistic achievement.

Associate Professor
For appointment to the rank of associate professor a candidate shall show
evidence of having developed into an effective teacher, of a continuing pattern of research or artistic achievement, of regular professional service, and of scholarship and professional development.

**Professor**

For appointment to the rank of professor a candidate shall have exhibited during her/his career distinguished accomplishment in teaching, a tangible record of research or artistic achievement, and a significant record of service. An individual with the rank of professor should have a reputation as an excellent teacher and be recognized as a scholar within her/his professional field.

**Tenure**

Because of their long-term consequences for the university and its faculty, a faculty member must have evidenced proficiency and a pattern of growth in areas of teaching; scholarship and research/artistic achievement; and service. Of these, teaching effectiveness is the primary criterion for the granting of tenure.

**A2: Full-Time Faculty**

Full-time faculty are members of the faculty who are employed full-time, who hold an academic title, and who receive benefits associated with full-time employment.

**A3: Senior Faculty:** The Department of Theatre defines a senior faculty member as a tenured Associate Professor or tenured Professor.

**A4: Full-Time Lecturers**

**Lecturers**

The initial term of appointment for a lecturer shall be 9 months. Before the end of the lecturer’s first contract, the department chairperson and the dean, after reviewing the evidence provided by the evaluation process and taking into consideration the department’s curriculum needs, shall determine whether the lecturer is to be (1) reappointed or (2) not reappointed. After a lecturer has been reappointed at least twice, the department chairperson and the dean, after consulting with the senior faculty members in the department or school, shall determine whether the lecturer is to be given (1) a three-year contract or (2) a one-year contract. The department chairperson may subsequently reappoint a person as a lecturer on a one- or three-year contract indefinitely and without further consultation dependent upon the needs of the academic unit and availability of the position.

**OAP Lecturers**
While the OAP lecturer is housed in the theatre department, the majority of the teaching load is assigned to another department. The OAP lecturer may be assigned service responsibilities within the department as needed.

**Senior Lecturers**

A lecturer given a three-year contract may be considered at the completion of that contract for promotion to senior lecturer by the department chairperson and the dean, after consulting with the senior faculty members in the department. Senior lecturers receive three-year contracts. Such a designation does not guarantee further reappointment.

**A5: Part-Time Faculty**

See A1.

**A6: Emeritus Faculty:** (For full policy see faculty handbook.)

Tenured faculty members who retire at the rank of associate professor or higher with a minimum of eight years of service at UNCW are eligible for emeritus status in the rank held and in the department served at the time of retirement. Emeritus faculty are not eligible to hold office or to vote in faculty elections but hold library and other privileges.

**A7: The Chair**

*The department chair has a dual role. On the one hand, the chair serves as the department’s leader, organizer, and facilitator; acts as the department’s representative to the dean, to other university administrators, and to the public; and administers the programs and supervises the staff of the department. On the other, the chair is a representative of the administration to the faculty, serves the mission of the college and the university, and is an integral part of the organization of the college administration. See CAS policy manual for details of duties and responsibilities.*

**Terms of Office:** Department chair of Theatre serve a renewable three-year term. The chair serves a 12-month contract year as negotiated with the dean. The chair serves at the discretion of the dean. Therefore, the dean may terminate a chair’s appointment should significant conflicts arise that jeopardize the department’s effective fulfillment of its mission. The dean would then appoint an acting or interim chair with consultation with the department until a new chair can be appointed through internal or external search.

**Qualifications:** *The chair should be a tenured faculty member and hold at least the rank of associate professor. The chair should be knowledgeable about:*

- **Technological and pedagogical developments relative to the discipline**
• External environmental factors affecting the discipline and graduates of the program
• Scholarly and technical developments in the discipline so as to be able to lead faculty and assess their work
• Skills appropriate for a position of leadership

Evaluation of Department Chair: The entire department should evaluate the chair using the Faculty Evaluation of Department Chair’s Administrative Performance conducted online each spring by the Office of Institutional Research. The results of this anonymous survey are provided to the dean, the provost, and the chair.

The chair provides the dean with a brief self-evaluation, based on the duties outlined in the CAS manual and the specific goals established with the dean at the beginning of the evaluation cycle.

Department Chair Recruitment

The dean initiates the recruitment process and solicits input from the faculty with respect to the preferred option (see below). Final approval of all recommendations rests with the dean.

Procedure for Department Chair Recruitment

In the spring semester prior to a current chair’s last year of service, the dean will communicate the options available for departmental leadership to all full-time members of the faculty:

• Renewal of current chair if eligible according to departmental policy
• An internal search
• A national search
  The third option is determined primarily by the availability of salary resources and a position to support the outside hire. In communicating the options available to the faculty, the dean will indicate if the third option (a national search) is feasible.

In accordance with a department’s policy on personnel and hiring decisions, eligible members of the faculty, sans the department chair, will meet to review the available options and decide on a recommendation to the dean. Upon receiving the department’s recommendation, the dean will meet with all full-time members of the faculty to discuss the recommendation and share his/her decision with respect to the recommendation. If the faculty supports a renewal of the sitting chair the dean will determine the current chair’s willingness to serve another term and will communicate this information when the dean meets with the faculty. The search process is then determined by the nature of the option approved by the dean.

B: Faculty Responsibility

B1: The responsibilities of university faculty are traditionally considered to be teaching, scholarship and artistic achievement, and service. A description of these...
responsibilities and the evaluation of them is in the POLICIES OF ACADEMIC FREEDOM AND TENURE document (see UNCW Faculty Handbook, Appendix A), in the statement of CRITERIA FOR REAPPOINTMENT, PROMOTION AND AWARD OF TENURE (see UNCW Faculty Handbook (Appendix C), in the FACULTY GOVERNANCE DOCUMENT (see UNCW Faculty Handbook, Appendix E), and in the FACULTY SENATE BYLAWS AND STANDING RULES (see UNCW Faculty Handbook, Appendix F).

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf

B2: Syllabi

Instructors teaching all courses must provide their students with a syllabus containing the following:

- Instructor contact information
- Office location and hours
- Goals of the course
- Requirements of the course
- Attendance policy (if there is one)
- Nature of the course content
- Grading procedure must include +/- system per University requirements
- Reference to the UNCW Student Honor Code see also Part IV Forms for a sample syllabus

All classroom policies established by the instructor must be in the syllabus. Any modification of the syllabus must be provided to the students in writing.

The department must maintain a file of syllabi from every course offered by the department. This is located in the department SAMMY drive and updated each semester. It is the faculty members’ responsibility to provide the department with an updated syllabus each semester the course is taught.

B3: Class Coverage

In situations where short-term conditions necessitate class coverage by other faculty members, such arrangements should be made in consultation with the department chair.

The following procedures will apply when faculty must be absent during class times:

- Faculty should notify the chair and the department’s administrative associate, through written (email) correspondence when a class is cancelled. (UNCW email is considered an official mode of university correspondence)
- Faculty should request the departmental administrative associate to post a class cancellation notice on the classroom door.
- Faculty should email the students prior to the scheduled class.
- In cases where faculty will be away for a period of up to two weeks, a
written statement describing plans for class coverage arrangements should be filed with the department chair to obtain permission.

- In cases where the faculty member will be away for longer than two weeks, he/she must obtain permission from the department chair and notify the Dean's Office, who also must give permission.
- In cases where the faculty member will be away for longer than two weeks for disability reasons, he/she should consult with Human Resources.

**B4: Department of Theatre Initiatives for New Hires**

1. Theatre Tenure-track faculty applicants and finalists are encouraged to ask questions concerning teaching, research/scholarship/artistic achievement as it related to RTP matters.

2. During campus interviews, the department chair holds a private meeting with each candidate to discuss issues with respect to RSA achievement requirements.

3. Once hired, the department chair holds a meeting with a new faculty member to review (as noted above in #2) and service. During the junior faculty member's first semester they should choose a faculty mentor from among senior faculty members. No single, senior faculty member is assigned two junior faculty members prior to all senior members agreeing to work with one junior colleague.

4. The new faculty member is encouraged to participate in external mentoring programs, as provided by the Center for Teaching Excellence.

5. At the beginning of each academic year, the chair meets with the junior faculty member to discuss progress toward RTP. The annual review dossier and supporting materials are used for this purpose.

6. Senior faculty have access to the annual review dossiers and supporting materials submitted by junior colleagues and have the option to offer advice via the chair or directly to the junior faculty member.

7. Each semester, colleagues visit at least one and ideally two class sessions conducted by junior faculty members. (See above on peer observations).

8. The department chair encourages junior faculty members to apply for summer research and curriculum development initiatives to support teaching and research/artistic endeavors. Junior faculty should consult SWOOP for announcements about available grants.
9. Junior faculty members receive an “automatic” course reduction each semester for research/artistic activity. Junior faculty members submit an annual research/artistic activity work plan to the chair after the next year’s Fall/Spring schedule is established.

10. The department chair consults with junior faculty members in the preparation of their first annual review dossier and supporting materials, to provide a benchmark for the eventual preparation of RTP items. In keeping with UNCW guidelines, the section of the annual review specific to progress toward RTP is shared with all senior faculty members. The entire annual review may only be shared if the junior faculty member gives written permission to do so.

11. Departmental RTP policies and procedures may require clarification by the department chair (with optional feedback from senior colleagues) as a junior faculty member prepares a dossier and supporting materials.

**B5: Mentoring Activities Supporting Junior Tenure-Track Faculty Members**

**Guidelines for mentoring junior faculty (from the UNCW Faculty Handbook)**

*It is in the university’s interest that each academic department provide continuous mentoring of its untenured assistant professors (junior faculty) from the time of hiring until a tenure decision is made. One or more senior faculty may mentor each member of the junior faculty to advise them and guide their professional development in teaching and research.*

**Mentoring Policy for the Department of Theatre**

All junior faculty must choose a faculty mentor before the end of the first semester of their first year. The mentor must be approved by the chair, and must be a senior Theatre faculty member.

**B6: Peer Evaluation of Teaching and Classroom Observation**

*A variety of methods of peer evaluation, based on departmental guidelines, are used across campus. There is no uniform instrument for peer evaluation. Each department is required to have guidelines for information to include as the basis for peer evaluation and the process by which such peer evaluation will take place. For consistency across departments in a college/school, the dean’s office shall be responsible for reviewing departmental guidelines and processes and ensuring equity across departments. Typically, faculty are requested to include in their review materials the following: syllabi and related course documentation, statements about courses developed or revised. For new and non-tenured faculty and graduate teaching assistants, peer review includes direct observation of classroom teaching.*

**Classroom Observation:**

Classroom observations assess and document instructional effectiveness,
supplement IDEA scores and are required for tenure, promotion.

Requirements:

- Tenure-track faculty are observed in the classroom by a colleague each semester of their probationary appointments.
- Direct Classroom observations are optional for senior faculty except for promotion to full professor. Faculty seeking promotion must be observed by colleagues of the same or higher academic rank for two semesters. However, all faculty including senior faculty must have annual peer evaluations. These include syllabi, related course documentation and statements about courses developed or revised.
- Full-time lecturers are observed in the classroom once each year by a colleague of senior rank or Chair for at least two years. After two years the Chair will determine the frequency of observations.
- Part-time faculty are observed by the Chair once each year for two years. After two years the Chair will determine the frequency of observations.

B7: Faculty Workload Policy: Elaboration on CAS Workload Policies

Definition
Faculty workload in the College of Arts and Sciences consists of teaching and instruction related activities, scholarship, and professional development, research or artistic achievement and service. A full workload for a research active faculty member in the college consists of a teaching assignment of 18 credit hours per year, including equivalencies; advising of majors and minors; participating in scholarly and professional development activities; and routine service on departmental and university committees.

The standard teaching assignment in the College of Arts and Sciences for faculty who are actively engaged in research and/or artistic or creative activities is 18 credit hours per year, including credit hour equivalencies.

Credit-hour Equivalent (CHE) is the calculation of the equivalent teaching load for courses not taught in the standard lecture format or for courses in which content and/or pedagogy requires a different load measurement than their published credit hours. As resources permit Departments may receive the Dean’s approval to count CHE in their faculty members teaching loads. While there will be variations among disciplines in the specific ways they are applied, the following equivalencies are generally observed throughout CAS.

Supervision of internships and practicum: 3 contact hours per week in the field or in follow up seminar; 1 SCH = 0.2 CHE (applies only if the faculty member is not the instructor of record of a formal course that includes internships/practicum or if the faculty member does not receive a course-load reduction to manage these student learning activities)

Supervision of master's thesis = 1.5 CHE
Supervision of honor’s thesis or directed individual studies course: 1 SCH = .02 CHE

Directing, designing, acting or technical direction of a departmental production = 3.0 CHE (usually a course reduction is granted)

CHE in the production areas has yet to be determined

The Department of Theatre is in the process of developing and reassessing a workload policy that will establish a sustainable, equitable, and collaborative curricular environment.

Theatre education encompasses a wide range of scholarly and applied collaborative activities that exist outside more conventional practices. Theatre faculty engage in long contact hours that involve active research, rehearsal, design and technical production, and other performance-related activities with our students. Therefore, each sub-discipline in the field necessitates specific requirements relating to student contact hours and teaching workloads.

The Chair in collaboration with the CAS Dean may distribute teaching loads to successfully meet the demands of the annual departmental productions or other assignments. Increased program activity, particularly in production areas, must be accompanied by policies that distribute faculty workloads equitably. Our evolving workload policy must include credit hour equivalencies (or release time) for production, administrative, and curricular development work.

The department’s ability to count equivalencies in assigning teaching loads is dependent on the availability of faculty to staff the courses that must be offered each semester. Attempts will be made to reward faculty efforts through merit raises and later reductions based on accumulated CHE’s, when possible. The following are the current departmental guidelines for the assignment of CHE’s.

1. Direction of honor’s thesis or senior thesis: 1 student credit hour equals .33 credit hour equivalent.
2. Direction of independent study: 1 student credit hour equals .20 credit hour equivalent.
3. Labs and other classes that meet for more hours weekly than reflected in their student credit hours and that require extensive instructor preparation for class as well as extensive evaluation of student performance .20 CHE per additional hour beyond the published credit hours for the course.
4. Sections of courses that exceed the departmental enrollment cap (currently at 35): 1 credit hour equivalent may be assigned for each one-third over enrollment up to 3 additional credit hour equivalents.

The faculty member in their annual report includes their CHE activity. The Department administrator is responsible for maintaining the department CHE bank on file. It should be noted that no mechanism is in place for the distribution of CHE credits that are banked.

**Faculty Workload Guidelines:**

The following sections of the Department of Theatre Faculty Handbook provides specific information about the teaching workload and the evaluation of faculty performance within the Department of Theatre.

**Full-time: Tenure and Tenure Track**

The standard workload in the College of Arts and Sciences for faculty who are significantly engaged in service or research and/or artistic or creative activities is a minimum of three 3-credit-hour courses each semester, including credit-hour equivalencies (please see CAS Policies Manual, III-4 Faculty Research Active Status). Additional responsibilities include advising of majors and minors; participation in scholarly and professional development activities; course development; and routine service on departmental and university committees. (See Teaching Load Reductions below).

**Full-time: Lecturer or Senior Lecturer**

Full faculty workload for non-tenure-track Theatre faculty consists mainly of teaching and instruction-related activities as well as a service component. The workload for a non-tenure-track faculty member consists of a teaching assignment of four 3-credit-hour courses per semester; advising of majors and minors and service to the departmental or university.

**Teaching Load Reductions (full-time)**

A reduced teaching load is any teaching load below the standard teaching load as defined above.

Theatre faculty receives a one course reduction for production involvement as approved by the Chair. These assignments include directing, designing, acting, or technical production of a mainstage production. Only one course reduction per semester is allowed to any one-faculty member.

Any other reduction of a faculty member’s standard teaching load for any reason (e.g., course reduction), must be justified in writing and approved by the department Chair and the Dean of the College of Arts and Sciences. A faculty member may receive one or more such reductions to support time-consuming or otherwise significant...
involvement in any of the three components of the workload, as outlined in the Board of Governor’s Plan for Rewarding Teaching, and clarified below under each workload component.

B8: Faculty Development Policy

The Department of Theatre expects each tenure-track faculty member to maintain a professional and scholarly/research agenda. The chair will support faculty in locating professional and scholarly opportunities by:

- Identifying possible sources of funding for research, theatrical production, and travel
- Promoting faculty development as central to the engagement of professional guest artist residencies in the department
- Helping to coordinate international faculty exchanges

The chair allocates departmental funds for travel, distributing funds equitably.

Faculty opportunities for professional work in theatre may conflict with the academic calendar. As such, research opportunities will often arise for scholarly and professional engagement during the teaching semester. The chair will work with the faculty member to:

- Assess the merit of the opportunity.
- Determine how the faculty member’s departmental schedule might be altered to accommodate off campus work

If factors such as departmental scheduling or funding cannot be arranged, then the activity may not be approved.

The responsibility for working out details of, for example, off-campus residencies, is ultimately the faculty member’s.

B9: Student Advising

Every enrolled student is assigned a faculty or professional advisor, and the university considers academic advising responsibilities to be a regular part of teaching responsibilities. Advisors are expected to:

A. Be available for conferences at appropriate times and places;
B. Provide accurate information about academic regulations, procedures and deadlines, course prerequisites, and general requirements;
C. Assist students in planning academic programs suited to their interests, abilities and career objectives;
D. Make appropriate referrals as needed.

Students have the primary responsibility for planning their programs and for meeting the graduation requirements.
B10: Assignment of Faculty Offices
When a faculty office becomes vacant, it is assigned to the professorial-rank faculty member with the most seniority (i.e., with the most years in the department at full-time) among those who request the office.

When a faculty member assumes an administrative position in the department (e.g., as chair) or outside the department (e.g., Dean) and that position requires the faculty member to move to a different office, the faculty member may declare the right to return to the vacated office upon completion of the administrative term. This provision serves the interest of fairness: accepting administrative service should not cause a faculty member to lose a desirable office.

Office assignments are permanent in nature and relinquishing of office space is by consent.

Offices are assigned by the chair.

The above provisions may be overridden in the case of an emergency or other exigency.

PART II
Chapter 2: Annual Evaluation

A: Annual Evaluation of the Chair: See II-2-3-2 of A&S manual

In the College of Arts and Sciences the Dean conducts a performance review of the chair annually. Each department completes an evaluation of its chair as part of the annual faculty review process. This evaluation becomes part of the personnel file of the chair.

The entire department should evaluate the chair using the Faculty Evaluation of Department Chair’s Administrative Performance Survey conducted online each spring by the office of Institutional Research. The results of this anonymous survey are provided to the dean, the provost and the chair.

The chair provides the dean with a brief self-evaluation, based on the duties outlined in the A&S manual and the specific goals established with the Dean at the beginning of the evaluation cycle.

CRITERIA FOR ANNUAL CHAIR EVALUATION

Chair Duties: See II-2-3-1 of A&S manual

Excellent

Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules and evaluations; effective management of

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departmental budgets; and other duties required by the dean or department. Accepted leadership appointments to college and/or university committees and task forces. Rated “excellent” by peer reviewers and faculty.

**Very Good**
Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules and evaluations; effective management of departmental budget; and other duties required by dean or department. Served on college and university committees and task forces. Rated “very good” to “Excellent” by peer reviewers and faculty.

**Good**
Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules and evaluations; effective management of departmental budget; and other duties required by dean or department. Served on college or university committees or task forces and performed some professional service on behalf of the community. Served as a good role model for faculty in the areas of teaching, research/creative activity, and service. Rated “good” to “very good” by peer reviewers and faculty.

**Satisfactory**
Good attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules and evaluations; generally effective management of departmental budget; and responsiveness to other duties required by dean or department. Served on at least one college or university committee and supported at least one community activity in a professional capacity. Rated “average” (or “satisfactory”) to “good” by peer reviewers and faculty.

**Needs Improvement**
Poor attention to managerial responsibilities as chair, resulting in missed deadlines or careless preparation of required reports, schedules and evaluations; generally poorly administered management of departmental budget; and unresponsiveness to other duties required by dean or department. No other service at the college, community or professional level. Rated “below average” (or “poor”) to “average” by peer reviewers and faculty.

**B: Policies for Evaluation of Full-time Faculty**
Department of Theatre annual review policies and procedures adhere to UNCW and CAS guidelines, for example, as published in these excerpt from the UNCW Faculty Handbook:

*Annual written evaluations are made of each faculty member by the departmental chairperson or appropriate supervisor. This evaluation is done in conjunction with a review of the faculty member’s professional development plan. Copies of the evaluation and professional development plan for each member of the faculty are kept on file in the departmental office, and a copy of each must be provided to the faculty member. The faculty member may reply in writing to the evaluation. Evaluations must be completed by July 1 of each year. Merit salary increases rely heavily on the written evaluation document, but recommendations for reappointment, tenure, and promotion do not necessarily rely on the annual cumulative reports.*

**Peer evaluation**

The senior faculty and Chair annually reviews all full-time faculty in research, teaching, and service. For tenure track, lectures and part-time
faculty a peer review includes direct observation of classroom teaching. This is optional for senior faculty. All faculty will have class materials, such as syllabi, tests and/or other materials as needed. Senior faculty may choose to review junior faculty collectively, as it pertains to the progress toward tenure component of the annual review.

**Philosophy**
Department of Theatre annual review provides departmental faculty with the opportunity to offer and receive feedback toward professional growth and tenure and promotion. General categories of TEACHING, PROFESSIONAL ACCOMPLISHMENTS, and SERVICE serve as a template when constructing individual dossiers.

**Process**
By a specified date, typically one week prior to the last day of classes in the Spring term, each full time faculty member submits to the department chair via e-mail an annual review dossier as a PDF or MSWord file along with hard copy supporting materials placed in three file folders labeled LAST NAME: Teaching, LAST NAME: Professional Accomplishments, and LAST NAME: Service, respectively. Note: Lecturers will be evaluated on Teaching and Service only, so their report should reflect that. However they may also include Scholarship as an optional submission.

The chair provides the Senior Faculty members with electronic files of colleague dossiers and makes supporting material files available for review in the Departmental office. Committee members are encouraged, but not required, to consult with one another when developing responses to a colleague’s materials. (See Peer Evaluation above) For Lecturers, the Senior faculty only review the candidate’s materials at the end of the first contract year and when they are being considered for Senior Lecturer status. The Chair does all other reviews.

By a specified date, no later than one week after commencement, peer committee members provide the department chair with feedback to dossiers and supporting materials. Committee members will compose annual review feedback as “advice to the department chair”. They will provide written comments and a rating in each category (Teaching, Scholarship, and Service) as well as an overall rating for the year. The ratings will be “Exceeds, Meets or Does Not Meet/Needs Improvement” as defined below.

The department chair provides a tenure-track faculty member with the chair evaluation. This evaluation includes a summary of the senior faculty evaluations and also shares feedback regarding the junior faculty.
faculty member’s progress during that year toward reappointment or tenure and. Senior faculty may comment on a junior faculty member’s RTP progress. The chair’s summary RTP progress commentary is shared with all senior faculty members as part of the department’s mentoring program.

By June 15 the department chair provides each faculty member within the department a PDF version of chair’s annual review that includes summary comments from the peer committee members. Faculty members sign a hard copy form to confirm receipt of, but not necessarily agreement with, annual review documents. Faculty may respond in writing to the chair.

C: Part-time Faculty annual evaluations: By reading day during the Spring term, each part-time faculty member submits to the department chair via e-mail an annual teaching review dossier as a PDF or MSWord file. The department chair will conduct a written evaluation of the candidates teaching. This evaluation may include information from candidate’s statement, teaching observations, and IDEA reports and/or other information as needed.

D: Annual Faculty Review Criteria Guidelines for Teaching, Scholarship, and Service

Contributions to Teaching
Criteria Summary
The primary concern of the university is teaching its students. Faculty must be well-trained, knowledgeable, skillful, and enthusiastic presenters of knowledge. In addition to teaching courses, other aspects of teaching include revising old courses and developing new ones; developing teaching methods; and assisting, advising, and counseling students in academic matters. Faculty members should seek to (1) enhance their teaching effectiveness, (2) stay abreast of developments in their academic fields, and (3) add new areas of expertise to the existing programs of the university.

Exceeds Expectations:
• Taught an overload during the academic year, including DIS, honors thesis direction, and like ilk.
• Materials used were of highest quality with evidence of exceptional skill in planning and organizing courses to accomplish stated goals and objectives.
• Intellectual tasks set for the students were exceptionally well selected and evaluated (i.e., carefully constructed exams and assignments).
• Contributions to curriculum development and maintenance were of
highest quality and a regular source of good ideas. Courses developed/revised/ were new to the individual or the university; help further the programs, goals and mission of the department.
• Demonstrated special initiatives in teaching by incorporating new approaches to teaching, or advancing the pedagogy in the field.
• Student ratings on IDEA are good to excellent and is generally perceived as an excellent teacher.
• Efforts to improve teaching were outstanding with evidence of self-learning (i.e., pedagogical plans; grants awarded, seminars, workshops attended to improve teaching, etc.); showed active concern for improving teaching; sought feedback on teaching and implemented new teaching strategies.
• Advised more majors than the norm allocated to department's faculty.
• May also include student achievement and honors outside the classroom through performance, presentation, and/or publication on the national/international level.
• Rated “exceeds” by peer reviewers.

Meets Expectations:
• Taught a required load during the academic year.
• Materials used were of good quality with evidence of sound planning and good organization to accomplish stated goals and objectives.
• Intellectual tasks set for the students were well selected and evaluated (i.e., good exams and assignments).
• Contributions to curriculum development were of good quality. Courses developed/revised/ were new to the individual or the university and/or guest lecturer in other faculty's course.
• Demonstrated special initiatives in teaching by incorporating at least one new approach to teaching.
• Student ratings on IDEA are good to very-good and is generally perceived as a very good teacher.
• Efforts to improve teaching were good with evidence of one or more of the following: self-learning (i.e., pedagogical plans; seminars, workshops attended to improve teaching, etc.); showed concern for improving teaching; occasionally sought feedback on teaching and implemented new teaching strategies.
• Advised majors as assigned
• Rated “Meets expectations” by peer reviewers.

Does Not Meet or Needs Improvement:
• Taught less than a required load during the academic year (unless granted such by the Dean of CAS-see above).
• Course materials inadequately address student performance expectations with little evidence of planning and organization.
• Demonstrates little or no evidence of pedagogical initiatives in teaching.
• Student ratings on IDEA are consistently below university averages in similar kinds of courses.
• Did not participate in actively advising majors.
• Rated “does not meet or needs improvement” by peer reviewers.

E: ANNUAL REVIEW DOSSIER

Guidelines
An annual review dossier is prepared using the “annual review form” see link below.

Follow this link to the form and content required: Annual Review Form

When filling out annual review form please see additional instructions below:

I. TEACHING Items in this category must include:
   A. A list of “traditional” courses taught during the review period.

   B. A list of THR 491 Directed Individual Study, THR 499 Honors Work in Theatre, and other specialized enrollments supervised.

   C. A list of THR 498 Internship in Theatre enrollments supervised.

D. Instructional materials for courses taught: One syllabus as a sample from tenured (senior) faculty and lecturers. Two different syllabi as a sample from junior (untenured) tenure-track faculty members. Internship, DIS, Honors Projects, and Summer semester syllabi are OPTIONAL for all faculty. Representative sample handouts, assignment descriptions, tests, feedback offered students, etc. For senior faculty members and lecturers, one example of each from one course or across multiple courses.

E. IDEA summary reports. As annual review typically takes place during a Spring semester, these reports come from the preceding Fall and Spring semesters as well as Summer semesters, if applicable. Summer IDEA reports are OPTIONAL. Faculty are to submit copies of IDEA results printouts which document individual numerical results along with department and university statistical comparisons.

II. PROFESSIONAL ACCOMPLISHMENTS As a general tenet, the department holds that research/artistic projects completed (i.e., in print, staged, performed, screened, broadcast) should reap the most reward versus items “under consideration/review,” “submitted,” or “in progress”. However, the department’s annual review process acknowledges, on a prorated basis, a faculty member’s work toward completing research/artistic projects. Reviewers are encouraged to assess the progress of a given project with respect to its scope, potential contribution.
to the discipline or society, and degree to which it fosters the professional growth of the faculty member.

III. COMPENSATED SERVICE
Faculty receiving a workload reduction or a stipend for university, college, department, “administrative” duties should describe the nature of that work and highlight accomplishments. This category is designed to house initiatives and achievements completed in exchange for types of compensation noted or others.

IV. NON-COMPENSATED SERVICE
Overall, a balance of university, department, and community service is ideal. For each SERVICE entry below, reviewers may assess factors including level of responsibility, time and energy commitment, special accomplishments of individual or group, and general level of involvement

F: TEACHING EVALUATION POLICY
Teaching Evaluations: From UNCW Handbook

Peer and student evaluations are necessary for the equitable assessment of teaching effectiveness.

a. Student Evaluation
Student evaluations of teaching (IDEA) are considered, along with other measures and instruments for reappointment, promotion, and tenure; and in post-tenure review.

Teaching evaluation of Tenure-track, Lecturers & Part-time Faculty:
• The evaluator schedules a classroom observation. Visits are pre-arranged. In the case of online courses, the evaluator “attends” an online module and may critique computer-based interaction between the instructor and students the course design.
• The evaluator completes the department’s standard peer teaching observation critique form used for full-time faculty.
• Three copies of the peer observation critique are produced. One remains with the evaluator, one is given to the faculty member who has been observed, and one is submitted to the department chair.
• If a part-time or Lecturer faculty member is on-going for more than two consecutive years with consistent favorable reviews, the department chair may opt for peer observation of teaching as deemed appropriate. But year-end evaluations will still include review of teaching materials and review of IDEA feedback.

Teaching Evaluation of Senior Faculty:
Senior faculty have the option of requesting peer teaching evaluations at any time. However annual reviews, promotion, and post tenure reviews,
all require review of syllabi, and course materials.

PART II
CHAPTER 3: REAPPOINTMENT, TENURE AND/OR PROMOTION (RTP)

A: RTP Philosophy and Process
The Department of Theatre complies with the current *Criteria for Reappointment, Promotion, and Award of Tenure* guidelines stipulated by The University of North Carolina Wilmington. This section offers additional information about the departmental processes

Philosophy
The RTP process is designed to assist candidates in preparing accurate and detailed materials in response to university prescribed dossier outlines, requirements and recommendations for supporting materials, and the optional cover narrative. The RTP committee and department chair are allotted sufficient time for perusal of candidate items prior to the RTP meeting. Candidates are provided with sufficient time to integrate recommended document enhancements.

Preparation and Chronology
The department chair is the primary source of information for all RTP candidates. In the year preceding a mandatory reappointment or tenure/promotion review, the chair meets with a candidate to discuss the evaluation process and provides a calendar of due dates. The chair clarifies university and departmental guidelines and answers questions concerning the review process.

The candidate may seek input from senior faculty members regarding their dossiers and supporting materials. Candidates are encouraged to invite senior faculty input well in advance of the RTP committee’s meeting, vote and recommendation. Candidates recognize that assistance does not, necessarily, signal endorsement.

Following the university RTP outline, candidates submit multiple copies of full RTP dossiers (hard copy or electronic) and one set of supporting materials in accordance with the timeline set forth by the College of A&S.

First drafts of these items may be reviewed by the chair for content and, adherence to established guidelines.

Senior Faculty RTP Meeting

At least ten (10) business days prior to the CAS RTP due date, a meeting of the senior faculty is convened by the department chair.
The department chairperson schedules the meeting at a time when most senior faculty can attend. The faculty may assemble either in person or through virtual presence. **Proxy votes shall not be counted.** Voting members must be present (in person or virtually) for the official meeting in which discussion AND an official vote occurs. A simple majority of voting members must be present in order for the meeting and vote to take place.

At the discretion of the RTP committee, the RTP committee may begin deliberations with or without the Chairperson present. The department chair is required to provide the required signature page as well as anonymous ballots to be used by senior faculty members and external members, as applicable. Once consensus is reached to conclude deliberations, the department chair distributes the signature page and ballots. The chair does not vote. The department chair collects all ballots and with a member of the senior faculty committee corroborating the vote tally, and announces the vote tally to recommend or not recommend. The secret vote will be either “for”, “against”, “abstain”. **Along with a written evaluation of the candidate, the chairperson must report the numerical results of the vote and state the chairperson’s recommendation for or against the RTP action.**

**Recusal:** No faculty having a romantic relationship with the faculty member may deliberate or recommend on an RTP action. Faculty may recuse themselves when their relationship with the faculty member prevents them from fair and objective consideration of the application. A senior faculty member who serves on the University CRTP shall vote at the departmental level only, but recuse themselves from the applicant’s review by the CRTP.

**The senior faculty vote once for each candidate.** Since the department chair provides an independent letter, the chair does not vote during the RTP decision.

At least five business days prior to forwarding the candidate’s dossier to the dean, the chairperson must notify the senior faculty, by either written or electronic means, whether the recommendation is for or against the action. The chairperson’s recommendation, which becomes part of the RTP application, is a personnel document provided to the candidate and forwarded with the dossier to the next levels of review.

If a majority of the department’s senior faculty disagree with the recommendation of the chairperson, they have the option to submit a separate elaborated recommendation. Only one recommendation from senior faculty may be submitted, and it must be signed by a majority of the department’s senior faculty. The chairperson’s recommendation and a separate senior-faculty recommendation, if any, are forwarded to the dean as part of the faculty member’s RTP dossier.
Evaluation Areas (from the UNCW Faculty Handbook)

a. Teaching

The primary concern of the university is teaching its students. Thus teaching effectiveness is the primary criterion for reappointment, promotion, and tenure. Faculty must be well-trained, knowledgeable, skillful, and enthusiastic presenters of knowledge. In addition, they should embody for their students the life of scholarship. Teaching involves not only the transmission of knowledge, but the development of the students' desire for knowledge, of the skills for acquiring knowledge and for critical evaluation, and of the factors that enable the student to assume a responsible position in society. Teaching, then, involves all aspects of the educative process including distance learning and outreach programs that extend teaching beyond the classroom. In addition to teaching courses, these aspects include revising old courses and developing new ones; developing teaching methods; and assisting, advising, and counseling students in academic matters. Commitments to learning, to fostering the intellectual development of students, and to improving educational programs mark the dedicated teacher. The nature of the university demands such commitment and performance from all its faculty members. Evaluation should be made of as many aspects of teaching as possible. Formal evaluation of teaching shall include peer evaluation, student evaluations, and documentation of innovative teaching, curriculum development, grant-supported outreach, and other teaching-related activities.

b. Scholarship, Faculty Engagement and Professional Development

Scholarship, Faculty Engagement, and Professional Development Scholarship is expected of every faculty member. Beyond mastery of the fundamentals of a discipline, scholarship involves a thorough familiarity with various areas, problems, and continuing investigations of that discipline; it necessitates staying abreast of the relevant literature and includes the ability and insight to organize, synthesize, and evaluate effectively the work of others. It is a large component in the makeup of a good teacher and a necessary ingredient in the conduct of meaningful research and the presentation of research results. Thus it is a prime responsibility within the academic profession. As a part of the comprehensive evaluation of faculty for RTP, the faculty member's interactions and engagement with communities outside the traditional scholarly community should be included when such interactions and engagement are deemed relevant, i.e. when they are scholarly, creative, or pedagogical activities for the public good, directed towards persons and groups outside UNCW. For faculty engagement to qualify as scholarly work, the activity must meet critical standards of excellence stipulated at departmental levels. Evidence of faculty engagement may take many forms such as external grants supporting community work, publications, technology transfer, funded outreach to public schools, and other artistic and humanistic activities publicly recognized as significantly improving the lives of people in the community. The university encourages faculty members to continue their education throughout their professional lives. Faculty members should pursue appropriate advanced study, which
will (1) enhance their teaching effectiveness, (2) apprise them of developments in their academic fields, or (3) add new areas of expertise to the existing programs of the university. Examples of appropriate professional development include formal coursework, interdisciplinary collaboration, seminars, workshops, and other specialized.

Artistic Achievement and research Artistic achievement is an appropriate responsibility of some faculty members. Depending on the medium and specialization involved, continuing efforts toward the creation, production, interpretation or criticism of works of art are expected in some disciplines. Such activity may take many forms: exhibits, concerts, performances, productions, readings, and writings. The academic artist has a responsibility to enlighten and enrich society at large with her/his artistic endeavors. Besides artistic achievement, research understood as original investigation is also an important function of higher education. By continuously adding to the store of human knowledge, research enriches society at large while contributing greatly to vitality and depth in teaching. The university therefore encourages faculty members to engage in scholarly research. Since the communication of knowledge is a central function of an educational institution, public rendition of a faculty member’s research is highly desirable and may assume a variety of forms, which may be addressed to her/his professional colleagues or to society at large. Such renditions may include books, reviews, articles, reports, lectures, seminars, and papers presented at meetings. In evaluating a faculty member's artistic achievement or research, attention will be directed to its vitality, integrity, originality, and overall quality, as judged by professional colleagues on and off campus.

**It is the candidate's responsibility to make the case how the scholarship/artistic achievement meets the rigor of peer review required.**

**Research, Scholarship and Artistic Achievement**

Given the diverse nature of the theatre discipline, the manner in which we appropriately represent that breadth in our B.A. program, and the variety of discipline-related research/artistic interests among our faculty, those involved in the RTP process are reminded of the following with respect to research, scholarship and artistic achievement (see also Department of Theatre Research, Scholarship, & Artistic Achievement Advice for Tenure-Track Faculty Members):

Examples of acceptable, traditional forms of Scholarship and Creative Research found in the [Department of Theatre Annual Report](#) document.

In all instances, faculty are urged to document and, if necessary, solicit external review of research/artistic products.

The department does not stipulate a minimum number or particular type of artistic/research products required for tenure or promotion to a
particular rank. For example, the department interprets the Handbook statement (regarding promotion to Professor) “.... A tangible record of artistic achievement....” to indicate a consistent record, along with the quantity and demonstrated quality of artistic and research artifacts, as of paramount importance.

c. Service

*The university encourages and expects its faculty members to apply their talents and abilities in service to the university, to organizations, and to the community at large. Service within the university is expected of all faculty members. Such service normally includes participation in departmental, school or college, and university-wide committees, and willing assistance in supporting the functions and purposes of the university. The university shall also recognize and encourage faculty service to professional and scholarly organizations. Examples of such service include leadership in professional and learned societies, evaluations of manuscripts and research proposals, editorial board work, and other professionally related activities with or without compensation. It is also appropriate for faculty members to serve in an educational advisory or informational capacity at the local, regional, state, national, and international levels. This service should ordinarily be an outgrowth of professional training and/or affiliation with the university. Examples of such activities include conducting workshops, consulting, and serving on advisory boards with or without compensation.*

**B: RTP Criteria Considerations for Scholarship, Teaching & Service**

**RESEARCH, SCHOLARSHIP and ARTISTIC ACHIEVEMENT**

Criteria Summary

In evaluating a faculty member’s artistic achievement or research, attention will be directed to its vitality, integrity, originality, and overall quality, as judged by professional colleagues on and off campus.

**Exceeds:**

- Research, scholarship, and artistic achievement were usually high and significant to our industry
- Extensively involved in scholarly projects such as refereed authored publication(s), Participation in a substantial way with the production of a theatre, film or other performing arts at a national level; juried and/or invited presentations (i.e., performance and/or research) at national and/or international forums; and receipt of internal and/or external grants.
- Significant attention given to professional development (i.e., creative/scholarly) through involvement (i.e., attendance, participation) in professional meetings, workshops, and/or conferences.
- Member of professional unions such as AEA, USA, IATSE, SAG etc.
- Received prestigious professional honor.
• Indicates on-going exceptional creative/research activity.
• Indicates professional consultancies, paid and non-paid, resulting in professional development.
• Rated “Exceeds” by peer reviewers.

**Meets:**
• Research, scholarship, and artistic achievement met departmental expectations.
• Involved in scholarly projects such as authored publication(s), recordings, juried and/or invited presentations (i.e., performance and/or research) at national and/or international forums, and receipt of internal grants.
• Attention given to professional development (i.e., creative/scholarly) through involvement (i.e., attendance, participation) in professional meetings, workshops, and/or conferences.
• Membership in professional societies.
• Indicates on-going creative/research activity.
• Rated “Meets” by peer reviewers.

**Does Not Meet or Needs Improvement:**
• Research, scholarship, and artistic achievement did not meet departmental expectations.
• Did not submit scholarly projects such as single-authored publication(s), recordings, and external grants submitted for publication.
• Did not present (i.e., performance and/or research) in any forums.
• Little or no attention given to professional development (i.e., creative/scholarly) through involvement (i.e., attendance, participation) in professional meetings, workshops, and/or conferences.
• Rated “Does not meet or needs improvement” by peer reviewers.

**SERVICE Criteria Summary**
The criteria are stated above.

**Exceeds:**
• Contributions to the department were outstanding: played a key role in the conduct of departmental business; regularly participated in faculty meetings; regularly volunteered for departmental responsibilities; helped to improve departmental morale; served as an advisor to a student group; enhanced the image of the department with professional appearances before, and in cooperation with, community groups; actively involved in student recruitment above & beyond faculty expectations.
• Accepted leadership appointments to college and/or university
committees and task forces.

- Elected and/or held office(s) in a national, regional, state, or community professional organization(s).
- Served as consultant, board member, or reviewer for international, national, state and/or professional associations and/or journals.
- Contributions to the College were outstanding: made a major contribution on a College committee; active in official college functions; enhanced the image of the College with professional appearances before, and in cooperation with, community groups.
- Impact on colleagues was exceptionally positive: actively participated in the professional development of other faculty by discussing research and teaching; worked harmoniously with colleagues in solving problems.
- Exceptionally involved in community activities.
- Rated “exceeds” by peer reviewers.

**Meets Expectations**

- Contributions to the department were good: participated in faculty meetings; volunteered for departmental responsibilities; helped to improve departmental morale; served as an advisor to a student group; enhanced the image of the department with professional appearances before, and in cooperation with, community groups; involved in student recruitment.
- Served on university committees and task forces.
- Performed service for a community professional organization.
- Contributions to the College were good: served on a College committee; participated in official college functions; enhanced the image of the College with professional appearances before, and in cooperation with, community groups.
- Impact on colleagues was positive: worked harmoniously with colleagues in solving problems.
- Involved in community activities.
- Rated “meets” by peer reviewers.

**Does Not Meet or Needs Improvement:**

- Contributions to the department were unsatisfactory: did not participate in faculty meetings; contributed adversely to the departmental culture.
- No other service to university, college, department, or community.
- Impact on colleagues was negative: did not work harmoniously with colleagues in solving problems.
- Consistently rated “Does not meet or needs improvement” in peer reviews.

**C: Department of Theatre Recommendations to Junior Faculty:**

- Research, Scholarship and Artistic Achievement (RS&AA) are not optional nor should they be delayed. Begin immediately to establish a
vibrant RS&AA program as part of the complete case for RTP.
• RS&AA should combine initiative and opportunity. Clearly, some things will drop in your lap, while others must be pursued. Often, initiative will lead to opportunity. RS&AA often means breaking out of your comfort zone, or everyday patterns. University Reappointment, Tenure and Promotion (RTP)
• Strive to increase your stature within the profession or academically by assuming positions on national boards or conferences and do it as soon as possible. Whether or not you request external review as an RTP candidate, realize that you may invite off-campus colleagues to comment on your service to the discipline through professional positions.
• Be proactive with SETC, USITT, ASTR, and ATHE and other conferences in terms of leading panels, or presenting papers or workshops. A key element of RTP here is the research of teaching or pedagogy. Thus, innovative or theoretical approaches to teaching should be presented and or published in national forums and publications.
• Develop a Professional Development Plan (PDP) and discuss it with your Chair and Faculty Mentor.
• In recognizing that the Department of Theatre maintains a professional ethic in production and recognizing that work by faculty on production envelopes all three criteria set forth for RPT. The department supports that since a course reduction is granted for work performed on departmental mainstage productions, it automatically qualifies as, teaching. The curricular component is validated as THR 250, 251 are listed as course for students engaged in performance or production. In some cases, or with prior approval, departmental production may qualify as a component of Creative, Scholarly and Artistic Achievement. Due to the university and community outreach of our productions, it may qualify for University Service. It is important to note that activities performed on departmental productions only partially, satisfy the Creative, Scholarly and Artistic Achievement and Service criteria. Faculty members are still expected to develop a body of work at the regional and national level to maintain and enhance the rigor of achievement that is expected by both the Department of Theatre and the University.

Estimate of the relative impact of research, scholarship, & artistic achievement as assessed by members of the University RTP Committee:

**Exceeds:**
• Juried book with a notable press in the academic or professional circles; publication of a juried article with a notable press in the profession.
• Design, direction, performance, technical direction, providing specialized training, or substantive consultation with an equity theatre or a recognized regional theatre

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• Professional work with television or film at national or international level, serving as editor of a national publication (recognized editorial board), publishing an article in a juried nationally recognized theatre anthology
• Winning a recognized award for research or artistic achievement
• Innovative and recognized breakthroughs in your sub-discipline
• Establishing high profile interdisciplinary creative or academic work
• Invited presentation at a national or international conference or symposium
• Winning a nationally or internationally competitive grant, conference, invitation or symposia and completing the intent of the project.
• Professional work in union companies or under union contracts
• Continuous high level execution of research and creative activity plan
• Publication of a textbook in your area of pedagogy
• Book or performance reviews in an academic journal
• Creation of widely adopted work packets or standards in your discipline such as a handbook

Meets Expectations:
• Presentation of a paper or chair/respondent on a panel at a national or regional conference
• Paid work for regional non-union venues or road shows. If the candidate can make the case for the rigor of the scholarship, this may be moved to “Exceeds”.
• Online juried publication or acceptance of online materials
• Paid professional local work in a union capacity (i.e.: AEA, SAG, IATSE, USA etc.) if the candidate can make the case for the rigor of the scholarship this may be moved to “Exceeds”.
• Paid work in local theatres non-union.
• Coordinating panels and presenters at a national conference, summer stock work for professional theatres, in most areas professional consultation with regional theatres and venues
• While officers of conferences or editorial boards are considered service, the programming aspects may crossover into this area; in terms of increasing your national and regional profile
• A conference or workshop within the state, an article for a newspaper or magazine
• Presentations in a local venue, on WHQR (public radio), for a local documentary, etc.
• Work on our productions, as this typically is part of the 12-hour semester workload, though it can help committee members assess the quality of a faculty member’s work
• Article or essay in a non-juried regional or national publication in a national discipline newsletter
Professional Development Plan for Annual Review (PDP)

The Department of Theatre recognizes that heterogeneity among faculty is necessary to a vital department. Similarly, changes in a faculty member’s area of focused activity are a natural part of the career of a scholar and educator. While not all changes in a faculty member’s activity can be predicted, it is the case that many can be anticipated, or even outlined as goals. Therefore, the department has a professional development plan process, which is directly linked to the annual review process for tenure track junior faculty. It is optional for senior faculty.

The Plan

A professional development plan (PDP) is developed each year by the chair and an individual faculty member. This is done at the time of annual review and is a part of that process. This plan will state what area, of the three defined areas of teaching, research/artistic achievement, and service, the faculty member seeks to focus on in the coming review year. The PDP will acknowledge the faculty member’s intent to focus in on a specific area, but no other area may be ignored. The PDP should address proposed activity in all three areas. The faculty member is required to draft their own PDP prior to meeting with the chair.

The plan may be fairly general in nature, but some specific goals should be stated. This plan must be agreed to, in writing, by both the department chair and the faculty member.

Should circumstances require it, a faculty member may alter the content of the PDP with the chair’s approval. This should be done early in the review period as possible. A plan is a general statement of activity. It is understood that goals are not always achieved, or may take longer than one review period to be achieved.

The Plan as Part of the Annual Review Process:

An individual’s PDP is separate from the chair’s written annual review. The chair’s annual review is a confidential document for the annual review process, shared only by the chair and the faculty member, but is expected to be part of a personnel action dossier. The PDP is a more public statement of goals in that it will be included as a part of each faculty member’s annual dossier materials. It will be included in the following ways: 1. The PDP gives an indication of what areas of activity the faculty member has focused on with the support of the chair. The PDP itself is not up for review. 2. There MAY be a separate part of the peer review process where colleagues may evaluate the faculty member’s success in fulfilling the plan. 3. The primary function of peer review will remain the evaluator of a colleague’s work in all areas. 4. The chair and the individual faculty member will review the PDP as part of the annual review. Strengths and
weaknesses will be discussed, and a new PDP for the next review period will be developed.

**D: Policy on Use of External Reviewers for RTP Decisions**

In the Department of Theatre, external reviewers are optional for tenure and promotion to associate and full professor. External reviewers may be used at the request of the candidate in consultation with the chair and the senior faculty. External reviewers for tenure actions should be secured by the spring semester preceding the personnel action. The dossier document deadline in tenure cases is June 1st allowing the external review of the document to transpire during the summer semesters prior to the UNCW faculty review in the following fall semester. This is in compliance with the CAS time-line for RTP. The judgment of the chair is invaluable in recommending to faculty undergoing review if this option would strengthen their prospects.

The RTP candidate and senior faculty may independently submit a list of potential external reviewers. Once a master list is compiled, the candidate provides a brief and fair description of his or her relationship to the potential reviewers.

One or two external reviewers from the list will be contacted confidentially by the chair with an invitation to assess the candidate’s research and artistic accomplishments. The department chair will provide the reviewer(s) with the research/artistic achievement section of the RTP candidate’s dossier, copies of accompanying supporting materials, and UNCW and THR narratives germane to research/artistic achievement benchmarks for tenure and promotion to associate professor or promotion to professor, as applicable.

The external reviewers for full professor must hold the tenured rank of (full) professor at a college or university. Additionally, the reviewers should have garnered notable national recognition for their work in the academy or the profession.

Selection of the outside reviewer is confidential to warrant an unbiased perspective on the RTP candidate’s qualifications. It is understood there should be no communication between the candidate and the reviewers during this process. External reviewers serve only as consultants and do not have a vote in the final personnel decision.

If external review is not chosen, the candidate is still welcome to solicit and include external letters of support in the RTP dossier. The choice not to invoke the formal external review process does not count against the application at the departmental level, but the applicant should carefully
weigh the advantages that external reviews may create a stronger case as the dossier and application go forward to the Dean, university committee, and Provost.

E. Integration of Production work into RTP: See linked document

The Department of Theatre identifies and acknowledges faculty work within our production program as a viable contribution to the growth and integrity of the department. Our philosophy proffers the belief that in certain cases, or with prior approval, departmental productions may partially fulfill components in the areas of; Academic, Research, Scholarly & Artistic Achievement and Service to both the University and community at-large.

PART II
Chapter 4: Post Tenure Review Policy and Procedures Procedure
(Revised spring 2015 faculty senate)
Approved by Theatre senior faculty 10/16/15

All faculty members whose primary responsibilities include teaching (50% or more) must undergo PTR review no later than the fifth academic year following their last review, promotion or return to faculty status. All tenured faculty members must prepare, by September 1, at the beginning of their PTR cycle from the fall in which this policy is implemented or they are tenured, in consultation with the chair, a brief, written five year plan or set of goals (see examples below). This plan is modifiable annually in consultation with the chair. A faculty member under review completes a succinct report of his or her professional activities for the previous five years in relation to these goals. This report is made available to the Post-Tenure Review committee, comprised of all senior faculty members. All committee members must complete training on “Conducting Post Tenure Review” and must sign an “Attestation of Completion” and turn in to the Department Chair prior to being able to serve. Each committee member prepares a separate report which are signed and given to the department chair. The chair reviews the reports and writes the chair’s evaluation. The evaluation will state the outcome of (exceeds expectation, meets expectation, does not meet expectations) and the major reasons for the determination. The faculty member and the chair meet and sign the evaluation in acknowledgment of its receipt by the faculty member. The chair forwards a list of the peer evaluators, a copy of the evaluation, and the faculty member’s response (if any) to the dean. For additional information on timetable, procedures, criteria, outcomes, and due process, please consult the UNCW policy on Post-Tenure Review in the faculty handbook. The faculty member's record will be evaluated by the Dean, and the review will follow procedures, in the event of any finding of “Does not meet expectations,” as outlined in the Faculty Handbook, section...
**Criteria**
Annual evaluations for the period under review will substantially inform the PTR process; however, annual reviews should not be substituted for the "comprehensive, periodic, cumulative review" required by UNC Policy 400.3.3

Each faculty member reviewed for post-tenure review shall be given an assessment that is in one of the following three categories: exceeds expectation, meets expectation, or does not meet expectations. Criteria for **meeting expectations** are professional competence and conscientious discharge of duties in relation to goals/plan established at the beginning of the review period, taking into account distribution of workload as assigned by the department chair. Performance below these criteria **does not meet expectations.**

Criteria for **exceeds expectations** are sustained excellence in the teaching, research/artistic achievement, and service portfolio; and professional performance that is substantially above expectations and that significantly exceeds the performance of most faculty in the unit and the university.

**Sample Goals for Faculty PTR Plans**
As tenured faculty now must, per GA and UNCW policy, prepare, in consultation with chair, a plan or set of goals to be considered as part of their PTR process, you may find this list helpful. We stress that these are not aspirational goals. They are designed to comply with the mandate and to help chairs and faculty set a floor for the reviewed to work towards “meets expectations” per the policy. It is also important to note that, per the policy, the assessment of candidates for PTR is holistic and does not depend exclusively on progress towards chosen goals.

*Note: These goals are samples only meant as a guide. They were developed during a Chairs retreat June 2015*

**Teaching**
- To maintain IDEA results that are in line with departmental averages
- To achieve results in peer evaluation that are acceptable in relation to departmental expectations
- To teach a full load of courses as determined in consultation with my chair
- To advise majors conscientiously and in close connection to curricular developments/help my advisees graduate in a timely manner and accomplish their educational goals
- Revise/kept current course materials and syllabi
- To take advantage of professional development opportunities to improve my teaching
- To engage in high-impact teaching practices and take advantage of opportunities to mentor graduate and undergraduate students

**Research**
- To remain/obtain research active in relation to CAS/College standards
• To remain current in my field
• To take advantage of opportunities to engage in professional development related to research
• To seek support for my research activities

**Service**
• To provide service to my profession
• To provide service to UNCW
• To provide service to my department and college
• To provide professionally appropriate service to my community
• To strengthen the university community

**The Faculty Member Report**
A faculty member in the Department of Theatre who undergoes post-tenure review should prepare a succinct report providing a brief account of their performance in relation to their goals/plan and an unelaborated listing of professional activities limited to the period under review (in most cases, the previous five years).
This listing should contain the following information:
1. **Cover Sheet:** A 1-2 page cover sheet summarizing, comparing and justifying the candidate's performance to the expected RTP performance levels for all applicable areas (teaching, service and/or scholarship)
2. **Courses taught** (listed in numerical order not chronological order)
3. **Documentation of publications, scholarly presentations and/or artistic presentations**
4. **Service activities · University · College · Department · Profession · Community**
5. **Awards (teaching, research, service)**
6. **Annual Evaluations:** Copy for the five most recent years.
7. **Attachments · Curriculum vita, peer evaluations of teaching, evidence of scholarship, copy of the 5 year goals plan, Official IDEA results will be appended to the faculty member's report by the chair.**
8. **Additional materials:** Candidate may provide additional evidence of performance as desired.
   Note: PTR committee reserves the right to request additional materials from each candidate as part of the review process.

**PART III: PRODUCTION**

**Chapter 1: SEASON SELECTION: Guidelines & Process**

**A: Mainstage**
The Department of Theatre conducts the season selection process via a standing Season Selection Committee. This committee is comprised of faculty as prescribed in this manual. This committee solicits script submissions from all full-time faculty, part time faculty, staff and students based on the Period/Style Rotation. Individuals are invited to submit titles in any and all categories, bearing in mind the stated departmental objectives for season.
selection. The department also maintains an ongoing list of titles that were submitted from previous seasons to allow individuals to revisit past suggestions to see if interest is renewed.

After the Season Selection committee has pared the suggestions, a general call for concept statements from interested directors is made. Directors complete this brief form and submit to the committee for review. The committee, after deliberation submits the final list of potential plays to the full faculty for a vote.

B. Second Season

The Department of Theatre offers a Second Season to satisfy the growing need to provide our students’ the opportunity to expand their performance, design and production experiences and opportunities. The Second Season is overseen by the Auxiliary Productions Committee. This committee is comprised of faculty and staff as prescribed in this manual.

PART III

CHAPTER 2: Student Lab Series

The Student Lab Series is a student driven production intended to provide a creatively rich experience in a low tech environment. The Student Lab Series is overseen by the Auxiliary Productions Committee. This committee is comprised of members as prescribed in this manual.

Student Lab Series Equipment and materials use policy:

PART III

Chapter 3: Policies Pertaining to Department Equipment

2. Use of Department Equipment and Facilities.
   a. Policy Statement
      The Theatre Department’s equipment and spaces are for the primary use of the faculty, staff and students in supporting their work in classroom and laboratory productions. Use by other persons and organizations may at times be permitted, based on availability and purpose, according to the priorities and conditions stated below. The department chair has the final authority to make all decisions regarding equipment and/or space.

   b. Priority of use
      Primary use of equipment will is given in the following order:
      • Mainstage Productions
      • Classroom projects
      • Second Season Productions
      • Student Lab Series Productions
      • Other departmental activities
• Non-Department activities

c. Conditions of use
Persons using the equipment or space for other than departmental productions must complete the Equipment Loan Agreement and/or the Space Equipment Request Form: See Appendix (See Below)

PART III
Chapter 4: Production Policy & Procedures
Production Manual
Shop Safety Manual
Stage Management Manual
Rehearsal Hour Policy

PART IV: FORMS

Peer Review Form for Faculty Annual Review Dossier: see form above in evaluation

Equipment Loan Agreement
Internal and Rental Equipment Request
Annual Review Form