V. PROFESSIONAL ACTIVITY (4.11.9.4)

4.11.9.4 Professional activity, such as attendance and participation in conferences and workshops, membership and service in appropriate professional organizations and other professional activities

Professional activity in the Department of Theatre is wide and varied; Candidates must submit convincing evidence that describes scope and impact of these activities in their appropriate professional field.

Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

A. Operative Definitions: Professional Activity

Consistent: Steady, relevant, regular professional activity that furthers the candidate’s professional growth.

Strong: Considerable and important professional activity that furthers the candidate’s professional growth.

Substantial: Important, meaningful, and significant professional activity that furthers the candidate’s professional growth.
B. Professional Activity

<table>
<thead>
<tr>
<th>1. TENURE</th>
<th>2. ASSOCIATE</th>
<th>3. FULL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Candidates are expected to be professionally active and consistently engage in a variety of professional activities, such as membership in professional organizations or attending conferences in their field.</td>
<td>a) Candidates are expected to have a recent and strong record of professional activity and engage in a variety of professional activities, such as organizing a conference or adjudicating an exhibition.</td>
<td>a) Candidates are expected to substantially engage in a variety of professional activities that also include serving in a leadership role, such as chairing a conference session or serving on an executive board of a professional organization.</td>
</tr>
</tbody>
</table>

C. Professional Activity: Possible Categories for Inclusion in Portfolio

The activities listed below are unranked and are indicative, not prescriptive or exhaustive. Candidates will not necessarily be expected to have accomplishments in every category and may have some in categories that are not listed below. These lists are in addition to required materials listed in the policy. Portfolio and curriculum vitae should be clearly organized with categories of activity clearly delineated. Candidates are encouraged to discuss dossier organization with Department Evaluation Committee members.

**NOTE:** Faculty members must submit materials in order of significance with the most important accomplishments first.

**Professional Activity can include but is not limited to the following.**

- Active participation in professional and learned societies
- Attending conferences or seminars
- Chairing conference sessions
- Membership in professional and learned societies
- Organizing conferences or serving on conference committees
- Organizing sessions within conferences
- Serving as a peer reviewer or juror for journals, granting agencies, productions, etc.
VI. APPENDICES
   A. MENTORING
   B. PRE-TEACHING EVALUATION LETTER
   C. POST-TEACHING EVALUATION LETTER

APPENDIX - A
DEPARTMENT OF THEATRE: MENTORING

Goals

1. To contribute to a positive atmosphere in which the intellectual activities can germinate into a successful career in academic theatre (as researcher, artist, practitioner, teacher, and/or scholar).
2. To provide an opportunity for junior faculty to secure interpersonal connections in informed and supportive career development.

Benefits of a Mentoring Relationship

1. New faculty members benefits through:
   - a senior faculty member who serves as a role model
   - an experienced listener who can respond to problems or concerns
   - an advisor who can offer useful guidance on professional goals and career direction

2. The mentor benefits through:
   - sharing expertise and wisdom on personal and professional experiences
   - the satisfaction of recognizing new faculty potential and observing growth and achievement
   - contact with new faculty and their issues
   - increased career satisfaction
   - the growth and goodwill mentors will experience by assisting in the development of fellow faculty

3. The Department of Theatre and CCSU benefits through:
   - early determination of the appropriateness of new faculty fit, knowledge, skills and chosen career path
   - increased faculty interaction and networking
   - the development of a greater awareness within the faculty of the positive growth opportunities
   - the cost-benefit realized through the successful retention of productive faculty
4. Desired Outcomes

- New faculty will gain a clearer sense of the rigors and rewards of a career in an academic area of the theatre arts.
- New faculty will acquire a better awareness of expectations for career advancement.
- New faculty will develop rapport with at least one other faculty member.
- The transition period from new aesthetic inquiry to established theatre arts research will decrease.
- An increase in effective early intervention will take place.
- The University and Department should realize an increased cost-benefit analysis as a result of increased retention of faculty and reduction in cost of recruitment and orientation of new faculty.
- The University and Department should be able to demonstrate an increase in the number of promotions from assistant to associate professor, and a decrease in the number of track changes.

Structure

The Office of Academic Affairs can assist the department in this effort by providing:

- Guidance on the development of a successful mentoring program
- Resources on successful mentoring
- Other assistance as identified

The mentoring process will include:

1. For New Faculty
   a. Orientation to the merits, benefits, structure and expected outcomes of the mentor relationship.
   b. Determination of the qualities the mentee would consider most desirable in a mentor.
   c. Encouragement to commit to a formal mentoring relationship for at least one (1) year.
2. For Senior Faculty:
   a. Senior faculty should be invited to serve as mentors based upon the recommendations of the Department Head and/or Dean.
   b. Prospective mentors should be selected based on skills, expertise, interest and qualities they would prefer in a mentoring relationship.
   c. Senior faculty should be encouraged to commit to a formal mentoring relationship for at least one (1) year.

Whatever the level of involvement, the critical ingredient in an effective mentoring relationship will be the willingness of senior faculty mentors to be available for new faculty, and the willingness of junior faculty to accept the support and guidance offered.
Match Criteria:

1. Background information shared by mentor/mentee
2. Interests, likes, preferences of mentor/new faculty (mentee)
3. Perceived mentor/mentee strengths
4. Flexibility in changing unsuccessful mentor/mentee matches
5. To ensure that the mentoring process is working, at least a minimal monitoring system must be established.

Functions Mentors May Perform:

Mentors perform a multitude of functions for their mentees. Such functions may include:

1. Stimulating the acquisition of knowledge by providing and/or reviewing appropriate venues for the presentation of performance, artistic and production based research.
2. Providing information about educational programs.
3. Providing emotional support and encouragement, or helping the mentee develop coping strategies during periods of turmoil.
4. Socializing the mentee regarding the role requirements, expectations, organizational imperatives and demands of the various theatre programs.
5. Creating an understanding of the academic bureaucracy, its strengths and weaknesses.
6. Inculcating, by example, a positive value system for a productive professional work ethic
7. Providing, by example, informal instructions about demeanor, etiquette, collegiality, and day-to-day interpersonal relations.
8. Assisting the mentee in building self-confidence, heightening self-esteem, and strengthening motivation to perform at their greatest potential.
9. Providing training or assist in obtaining appropriate staff-development.

Examples Activities:
Visiting each others’ classes, reading each others’ writing, reviewing each others’ performances, critiquing each others’ portfolios, invite and/or accompany mentee to varies university wide functions, etc.?
APPENDIX - B
PEER EVALUATION PRE-TEACHING EVALUATION LETTER

[Recipient Name]
[Title]
Department of Theatre
Central Connecticut State University

Dear [Recipient Name]:

Excellent teaching is central to CCSU’s mission as a university, and the development and evaluation of teaching is an important aspect of the achieving of excellence. The CSU-AAUP Collective Bargaining Agreement acknowledges and institutionalizes this importance by noting that “Peer review through observation of load credit activity should normally be a part of evaluations [for renewal, tenure, and promotion], especially in pre-tenure evaluation” (4.11.7) In compliance with these recommendations, we request that this year you undergo peer evaluation of your teaching. The colleague with whom you will be working will be "[Observer Name]".

What are the criteria by which you will be evaluated? In the Department of Theatre excellence in teaching is judged by the degree to which our instructors meet the following standards.

1. **Content Knowledge**
   - Understands the central concepts and structures of theatrical discipline
   - Understands the nature and significance of theatre and its connections to the world at large.
   - Is aware of contemporary trends in American and World theatre specific to area of expertise

2. **Planning Instruction**
   - Plans learning experiences that promote conceptual and practical learning and make the content meaningful to students
   - Selects instructional supplies, materials and resources to engage students in considering multiple perspectives, and to promote students’ personal artistic growth and their understanding of subject matter
   - Demonstrates capacity to learn new ideas and skills to plan, modify or enhance present courses and/or develop new ones, such as special topics courses. Examples of such activity include, but are not limited to, using technology in classroom related activity, such as Luna, Blackboard Vista, PowerPoint, Excel, Vectorworks, and/or AutoCAD.
   - Incorporates changes into courses taught in more than one semester indicating new strategies developed in prior semesters or new content available.

3. **Teaching Methods and Strategies**
   - Challenges students through engagement in varied problem solving, and critical/creative thinking activities that make course content meaningful
   - Sequences theatre content to build upon prior learning
   - Employs a range of instructional strategies, keeping students motivated, productive, engaged, and focused.
   - Recognizes students’ individual differences that distinguish their students from one another and takes into account students’ interests and differences in their practice
   - Creates a learning environment which helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view
• Maintains a safe and efficient classroom/shop/studio environment

4. Outcomes and Assessment of Student Learning

• Collects and uses varied sources of information to assess students’ individual and collective learning
• Communicates assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation
• Monitors student understanding of concepts at appropriate points throughout the semester
• Reflects upon and analyzes instruction and student outcomes to make instructional adjustments and modify teaching and course content accordingly

After you have confirmed that you have received this letter, you and "[Observer Name]" will meet approximately one week prior to the class in which the peer evaluation is to take place. The purpose of the meeting is to:

• Review course syllabus for course objectives, teaching, and evaluation methods.
• Discuss the types of learners in the class (majors, non-majors, other considerations).
• Discuss methods of instruction selected for the class to be observed in relation to the types of learners and class.
• Discuss the selection and implementation of student evaluation methods, the ways in which the methods are to be implemented, and how feedback is to be provided to students.
• Discuss the source of information for the topic presented and its relationship to current state of knowledge and research.
• Other areas, as requested by the faculty member being evaluated. Specify on the form any additional areas evaluated.

In preparation for your In-Class Peer Teaching Evaluation we also enclose a Pre-Observation Form that we request that you fill out and give to "[Observer Name]" at least 48 hours before the class begins. Please also supply your observer with any relevant materials for the visit, including syllabus, assignment sheets, week-by-week agendas, handouts, and readings.

Upon completion of the class observation session, "[Observer Name]" will fill out an In-Class Teaching Evaluation Observation Form, a copy of which will be given to you. Then the observer will arrange to meet with you to discuss the observation and the completed form, answer questions, and offer suggestions. After this meeting, the observer will, fill in the sections of the observation form for post-observation comments, reflecting your responses and any information that might not have been known, or might not have been clear during the observation.

Copies of the finalized observation form will be given to you and the DEC for inclusion in the relevant portfolio(s) [tenure, promotion, annual review, sexennial review]. A copy of the pre-observation form and copies of any materials referenced on the observation form (assignments, handouts, etc.) will also be attached to the copy of the form given to the DEC. You may, if desired, attach a written response to the finalized observation form within 5 days.

Thank you for your cooperation in this process which is designed to promote fairness and consistency in the promotion and tenure process.

Sincerely yours,

[Chair of DEC]
APPENDIX - C
PEER EVALUATION POST-TEACHING EVALUATION LETTER

[Recipient Name]
[Title]
Department of Theatre
Central Connecticut State University

Dear [Recipient Name]:

In the Department of Theatre, excellence in teaching is judged by the degree to which our instructors meet the standards established in guidelines.

On "[Date of Observation]" , you were observed by "[Observer's Name]". The class observed was "[Name of Class]" taught "[Time and Days Taught]". Here is a summary of our conclusions based on pre/observation/post materials submitted, observations, and conferences.

**Standard 1: Content Knowledge**
[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

**Standard 2: Planning Instruction**
[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

**Standard 3: Teaching Methods and Strategies**
[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

**Standard 4: Outcomes and Assessment of Student Learning**
[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

"[Summary of Overall Strengths]"

"[Summary of Recommendations]"

A copy of the finalized observation form along with a copy of the pre-observation form and any materials referenced on the observation form (assignments, handouts, etc.) will be attached and given to the DEC to be included in your portfolio. Please be advised that you may, if desired, attach a written response to the finalized observation form.

The process described above is designed to reflect and respect the priorities and concerns of both you and the department. Please refer to the official Department of Theatre Guidelines for Promotion and Tenure, the Faculty Senate’s Guidelines for Promotion and Tenure, and the CSU-AAUP contract for specific details and requirements.

"[Other closing comments if needed]"

Sincerely,

[Your Name]
[Title]