Promotion and Tenure Guidelines
Department of Theatre

Department Evaluation Committee
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DEPARTMENT of THEATRE
TENURE and PROMOTION GUIDELINES

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I. Introduction

As an academic department within the School of Arts and Sciences at Central Connecticut State University, the Department of Theatre is dedicated to discovering, understanding, transmitting and applying the best of human knowledge through the world of theatre arts.

The Department of Theatre offers professional programs over a wide range of theatre arts. Both concepts and technical excellence are stressed. A broad spectrum of quality resources is provided by a faculty of practicing artists and educators. We endeavor to provide curricula that broaden individual talent and encourage a constant exchange of ideas and philosophy among students, faculty and theatre professional. We encourage our students, as developing theatre professionals and academics, to plan their goals, utilize supplemental resources and experiences outside of the university, dialogue with professional activities and artists, educators, historians and engage in professional theatre activities. The Theatre Department attempts to create an environment where both faculty and students pursue excellence and embrace opportunities for growth within their chosen fields.

To assist faculty in following the procedures for promotion and tenure, the Department has developed a set of guidelines (modeled with permission after the CCSU Art Department’s Tenure and Promotions Guideline) that take into account faculty disciplines within the world of theatre. The guidelines were developed in conformity with the standards provided by the Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for Connecticut State University System (hereinafter "Collective Bargaining Agreement") and Central Connecticut State University’s Faculty Senate guidelines.
II. LOAD CREDIT ACTIVITY (4.11.9.1)

4.11.9.1 Load Credit Activity for which the member receives load credit or the equivalent, e.g. one or more of the following: teaching, coaching, counseling, department chairperson, division director, library service, research, student supervision, or any other function specified in the letter of appointment or subsequent extension or modifications of such appointment.

A. Department of Theatre Teaching Standards
In the Department of Theatre, excellence in teaching is judged by the degree to which the candidate meets 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.