

Department of Music and Theatre Arts
RTP Evaluation Criteria
2016-2017

Introduction

One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. Teaching, scholarship, and service are critical components of every faculty member's job, as our mission statement makes clear:

California State University, Chico is a comprehensive university serving Northern California and other regions of the State, as well as the nation and the world, through instruction, research, and public service. Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life-long learning and contribution.

The mission of the Department of Music and Theatre at Chico State is to provide our students with opportunities to excel through disciplined study and practice in high-quality facilities, classes, performance ensembles, and productions. We seek to sustain the academic and artistic vitality of the performing and recording arts at Chico State. We provide a fertile creative learning environment, which nurtures student creativity, diversity, and entrepreneurship, enhanced by the collaboration of students and faculty. We promote the appreciation and enjoyment of the arts on the campus and in the greater North State community.

At the same time, we affirm the importance to the educational mission of the department of the faculty's on-going engagement in scholarship/creative activity and university/public service. We value and support currency of knowledge and practice within our various fields of expertise as necessary to the vitality of the department curriculum; we value and support service to the university and community as necessary to the vitality of the institution in which we teach and practice. In the case of music and theatre, instruction can have a broader application. For some faculty, we also value highly the teaching that we do through the application of professional skill, i.e., studio experience shared with our students as we practice our art.

PART I. TENURE-TRACK AND TENURED FACULTY

A) Procedures

This section outlines the process of reviewing candidates for Retention, Tenure, and Promotion (RTP), including both performance reviews and retention reviews. In addition to the criteria set forth in this document, the Department Personnel Committee will utilize the current Faculty Personnel Policies and Procedures (FPPP) Section 8.

Each fall, the candidate and the RTP committee will receive a calendar that will include the names of the candidates under review, the level of the review, the due dates for the candidate's materials, and the due dates for the committee's review reports. In accordance with this information, the candidate will prepare a dossier to be placed in the candidate's Personnel Action File (PAF). The RTP committee will arrange for two classroom visits and classroom visit reports will be submitted before the date when the dossier is due.

The Music and Theatre Department of CSU, Chico is an assemblage of disciplines. The dossier plays a critical role, giving the candidate an opportunity to contextualize his or her contributions to a committee composed of faculty from a variety of disciplines within the department. Once the dossier is submitted, the RTP committee will thoroughly examine the dossier and supplemental materials and write a draft report, which will be shared with the candidate prior to the RTP interview. The interview will involve the candidate and the RTP Committee. All interviews will be recorded; the recording will supplement the written minutes taken at the interview. The purpose of the interview is both evaluative and developmental, and serves to insure that the report is accurate and to discuss formally the candidate's performance in the department. If the department chair is not serving on the RTP committee, the committee will generate its final report and submit it to the Department Chair for his or her independent review.

B) Preparing the Dossier

A template for the dossier is available from the office of the Dean of Humanities and Fine Arts. Candidates should use this template to assemble their dossier.

The dossier should include the following:

- 1) The Department of Music and Theatre RTP Standards - *Include a copy of the Department RTP Standards. These standards will be used by all levels, including the Dean, Provost, and President, to assess the candidate's performance.*
- 2) Curriculum Vitae - *The Department of Music and Theatre RTP committee understands that each discipline has its own practice for the presentation of contributions in the area of teaching, scholarship, and service. Within these practices, however, candidates may use their CV to guide the committee's reading of the dossier.*
- 3) Narrative
 - i) Introduction - *Candidates should introduce their work in the Music and Theatre Department, showing how they integrate teaching, scholarship, and service. This section should alert readers to the themes and emphases in the next three sections.*
 - ii) Teaching Philosophy - *Candidates should discuss their approach to teaching, the teaching materials (syllabi, student work) in their files, the goals and assessments of their students, and their SETs, both the numerical and written sections.*
 - iii) Scholarship/Creative Activity - *Candidates should discuss their scholarly/creative activity, contextualizing the value of their work for an audience who may be unfamiliar with their field.*
 - iv) Other Contributions to the University and Community - *Candidates should discuss their service record, contextualizing the relative importance of their activities for the committee.*
 - v) Contributions to the University's Strategic Plan - *Candidates should discuss their contributions to the overall strategic plan of the university.*
- 4) Support Material - *Candidates should compile a separate binder that includes documentation of the activities named and discussed in their dossier. Copies of published work, programs for creative performances, student work and teaching materials, and statements from students, faculty, and community relevant to the faculty member's teaching are all appropriate for the support material. An index of this support material should be included in the candidate's dossier.*

C) Committee Report

The committee will examine the dossier and the support materials in order to prepare a written evaluation of the candidate. This evaluation includes the sections listed below. Candidates should pay close attention to the criteria for each section in order to insure that the committee has the appropriate information to make an informed evaluation. For those candidates undergoing a performance review, each section will be ranked Superior, Effective, Adequate, or Inadequate. See the FPPP section 10.3.4.

I. Instruction

Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion. Candidates demonstrate effective teaching by peer evaluations, course syllabi, selected student work, demonstrated development and use of student outcomes assessments to improve teaching, student advising, supervision of student assistants, mentoring/coaching of students, through the narrative section on teaching in their dossier, and SET data. SET data will not weigh excessively in the overall evaluation of instructional effectiveness. In addition to teaching in the classroom, candidates should document and discuss their roles as advisers and instructors of internships and independent studies.

II. Professional Growth and Achievement

Scholarly and/or creative activity maintains the relevance and liveliness of the academy and serves as models for students' inquiry and study. The department looks on creative activities, scholarly research, and professional work as equally valid demonstrations of professional growth and achievement for the purpose of RTP evaluations. Candidates demonstrate their effectiveness in this area through their narrative section on professional growth and achievement and by documenting and justifying any of the following:

- 1) The department places a high value on publications as well as creative activity performed by its faculty in association with venues or organizations of national or international stature. It also recognizes value in activities performed regionally or in the greater Chico area.

The above can include, but is not limited to, peer reviewed and disseminated publications, including journal articles, scholarly or popular books, textbooks, articles, entries in encyclopedic works, documentaries, interviews, anthologies, book reviews, chapters in edited collections, editorial work on scholarly or creative materials, and artistic works at the regional, national, or international level, as well as local, including performances, recordings, acting, directing, designing/execution of the design, choreography, technical direction, and musical direction, compositions, arrangements, adaptations, arrangements, technical direction, playwrighting, dramaturgy, editing, etc.

- 2) Department faculty members are often responsible for the presentation of musical and theatrical performances. Assigned curricular tasks of performances in the department involve student contact hours, and are reviewed as instruction. Examples of artistic

and/or technical preparation and practice done apart from primarily instructional purposes are considered professional growth and achievement.

The above can include research conducted by designers, directors, actors, musical directors, choreographers and technical directors as well as the preparation of concept papers, prompt scripts, renderings and technical drawings, and the creative, collaborative processes of production conferences which are used to effect the finished productions. Evidence of effective professional growth and achievement in department activities will be assessed through performance visitations and written evaluations by qualified members of the department. The candidate may solicit other evidence, which might serve to substantiate the evaluation of a creative activity.

- 3) The department also values involvement with various aspects of the music and theatre businesses and industries at the regional, national, or international level, as well as local level, ranging from management and promotion to live sound reinforcement and engineering activities. These activities can include but are not limited to studio or live recording, overdubbing, mixing, mastering, pre/post production work, file conversion/transfer, system/product design, etc., and work with labels, publishers, artists and repertoire, accounting/royalty analysis, tour management and accounting, promotional campaigns, and direct involvement with unions and venue management operations, and audio companies.
- 4) When a faculty member submits outside work as evidence of professional growth and achievement and it is not feasible for department representatives to see the work first hand, then he or she must document the context of the activity: detailed description and time line, professional reputation of the venue or organization, quality and achievements of collaborators, critical assessments of the artistic quality of the activity, and its value to the mission of the department and the university strategic plan. Documentation that certifies the venue where the work was done may include, but is not limited to, contracts or letters of agreement. Artistic quality of the activity may be assessed through examples of prompt scripts, renderings, photos, videos, recordings, published criticism and reviews, programs, letters from qualified peers who saw the work, etc.
- 5) Holding of office in recognized state, regional, or national professional organizations, clinics and/or presentations at national or international conferences, other service for recognized state, regional, or national organizations, attendance/participation at workshops and clinics, and prizes, grants, awards or fellowships from professional sources.
- 6) We recognize that forms of scholarship are undergoing rapid transformations, with scholarship taking the forms of videos, blogs, self-published works, and other multi-modal and non-traditional forms. The committee will evaluate each candidate on his or her merits, with the understanding that professional growth and achievement may take different shapes in each area of the Music and Theatre Department.

III. Other Contributions to the University and Community

Each faculty member is expected to carry a reasonable share of committee work at the department, college, and university level, such as Academic Senate and its standing committees, RTP committees at the department or college level, scholarship committees at the department or college level, curriculum committees, etc., and other assignments necessary for the normal functioning of the department and university. Such assignments can include but are not limited to recruitment activities for the department and university, (such as Preview Day, Choose Chico Day, Summer Orientation), personal contact with perspective students, writing recommendation letters for current students, hosting of festivals, touring, etc. Service to the community, state, and region, which relates to the University and its mission, will also be considered contributions to the university and community.

IV. Contributions to the University's Strategic Plan

Faculty are encouraged to be involved with interdepartmental programs/activities; investing in faculty development (such as CELT, CAVE, and other programs); by involvement with General Education; and by developing links to the community, region, state, and nation (for example, through internships, K-12 connections, experimental programs, etc.). Faculty members may also be evaluated in terms of their ability and willingness to assume both the currently defined duties of their position and other teaching assignments or instructionally related assignments according to the strategic needs of the department.

Of particular importance to our department mission is the adherence of the faculty at all times to the basic standards of professional collegiality that are central to the artistic and educational practices of our discipline. Specific criteria for defining and evaluating professional standards of conduct are stated in the FPPP, Chapter 10 and Appendix III. Documented assessment of professional conduct, as described above, will strengthen or weaken the case for retention, tenure, or promotion of the faculty member being reviewed.

V. Summary

The committee will offer concluding remarks, which will summarize I through IV.

**PART II: PROCEDURES FOR EVALUATION OF TENURED FACULTY
(FIFTH YEAR EVALUATIONS)**

- 1) Tenured faculty members who have not been reviewed for four years should be reviewed in the fifth year or as scheduled by the Department RTP Committee.
- 2) The committee for the evaluation of tenured faculty shall consist of at least two tenured faculty members of equal or higher rank who are members of the Department RTP Committee and the Department Chair (if the chair is also of equal or higher rank than the reviewee). A quorum shall consist of two members.
- 3) Reviewees will submit a current résumé of service and creative work and all pertinent data for the evaluation of teaching and currency in the field. A full dossier is not required.
- 4) The interview with the candidate and the report from the Department RTP Committee shall be completed and forwarded to the Dean of HFA in accordance with FPPP Section 8.6
- 5) Whenever a particular item is not mentioned, follow the procedures set forth in the current Faculty Personnel Policies and Procedures (FPPP) document and the Collective Bargaining Agreement (CBA).

PART III. TEMPORARY FACULTY

Evaluation Procedure (Review and Evaluation of Temporary Faculty)

Temporary Faculty will submit a dossier to the Dean's Office that includes teaching materials (syllabi, assignments, student work) and a narrative that addresses the criteria for evaluation listed below. Additionally, Music and Theatre Department faculty will observe the instruction of Temporary Faculty and submit a classroom observation report. If candidates have been assigned duties other than teaching, they should document their effectiveness and/or ask their supervisor for a letter of support.

- 1) Temporary faculty shall be evaluated according to the criteria and procedures specified for T/TT faculty in the Department of Music and Theatre RTP document and in the procedures outlined in the FPPP Section 9. Teaching effectiveness is the first, minimum and indispensable requirement for appointment, reappointment and range elevation of temporary faculty who teach. (FPPP 9.1.2.a)
- 2) The Review Committee shall consist of at least two members of the Department RTP Committee.
- 3) Areas of Evaluation shall include:
 - i) Teaching performance (FPPP 9.1.2.c.1), with the following as the main criteria for evaluation:
 - (a) Organization
 - (b) Scholarship and abilities: knowledge in the field
 - (c) Effective communication
 - ii) In addition to the primary criterion of teaching, part-time faculty shall be evaluated with respect to the following:
 - (a) Evaluation of performance related to any other work assignment(s), besides teaching, as applicable. (FPPP 9.1.2.c.2)
 - (b) Evaluation of any activities by the faculty member that support currency appropriate to the individual's appointment. (FPPP 9.1.2.c.3)
 - (c) Evaluation of any other activities or achievements related to the individual's work assignment(s) that provide a positive contribution to the department and university. (FPPP 9.1.2.c.4)
- 4) Evaluation of Teaching Performance shall be based on:
 - i) At least one class visitation each academic year by a member of the Department RTP Committee.
 - ii) Student evaluations, according to university regulations.
 - iii) Any relevant documentation pertaining to the instruction of the part-time faculty member under review.
 - iv) Other relevant documentation—such as sample exams, course syllabi, class handouts, etc.

- 5) Each temporary faculty member under review shall have an interview with at least two members of the RTP Committee prior to the deadline for the relevant RTP report. All interviews will be recorded; the recording will supplement the written minutes taken at the interview.
- 6) At the end of the review process, a written evaluation, covering each appropriate area of review, shall be placed in the part-time faculty member's file, with a copy provided directly to that individual and to the department chair.