VPA P&T Departmental Guidelines
2013

Rationale for the proposed VPA P&T Guidelines

The goal of this model is to turn away from the quantitative checkmark system that inadvertently sacrificed depth of activity in favor of breadth of activity. It strives instead to allow faculty to focus more deeply on the needs of the university and/or where their skills are most applicable, and to award credit for this depth of work. So while diversity and breadth of tasks might decrease in such cases, depth and integrity of tasks will increase.

From the Faculty Handbook

"Clayton State University expects each faculty member to contribute to the achievement of the University's mission through Superior Teaching, Outstanding Service, and effective Scholarly Activities and Professional Development. Professional excellence is reflected in the record of each faculty member's teaching, service, scholarly activities, and professional development, including the faculty member's ability to interact appropriately with colleagues and students. It is the responsibility of the faculty member, with assistance from administrators, to document the quality of his or her contributions by maintaining and presenting clear and complete records. At a minimum, candidates for promotion and/or tenure must satisfy the promotion criteria as detailed in relevant parts of Section 205.03 in the Faculty Handbook for the rank at which they will be promoted and/or tenured.

"Meeting expectations across all evaluation categories is a necessary but not sufficient condition for promotion and/or tenure. A successful candidate for promotion to Assistant Professor or above must have earned a set of ratings in the remaining areas equivalent to at least one 'meets expectations' and a rating of either 'exceeds expectations' or 'exhibits exemplary performance' in the other two categories for the rank description the candidate is seeking. If a rating of 'does not meet expectations' is given in any category, the candidacy for promotion and/or tenure will be denied."

Since an academic unit may also establish more specific criteria for tenure in that unit, the Department of Visual and Performing Arts proposes the following criteria for the promotion and tenure of its faculty.

For each of TEACHING, SERVICE, or SCHOLARSHIP/PROFESSIONAL DEVELOPMENT:

Meets expectations in REQUIRED ACTIVITY:	Meets expectations in REQUIRED ACTIVITY:	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

For **promotion and tenure** in the VPA Department, the candidate must meet expectations in all required activities and must exceed expectations in two categories (see lists of

eligible activities below), allowing for **any permutation of 5-4-5 boxes in Teaching, Service, and Scholarship**.

For **promotion to Professor** in the VPA Department, the candidate must meet expectations in all required activities and must exceed expectations in two categories (see lists of eligible activities below) while demonstrating continued growth beyond the requirements for tenure, allowing for **any permutation of 6-4-6 boxes in Teaching, Service, and Scholarship**.

For **post-tenure review**, the candidate must meet expectations in all required activities and must exceed expectations in one category, allowing for **any permutation of 4-5-4 boxes in Teaching, Service, and Scholarship** for each post-tenure review.

SUPERIOR TEACHING

1. **Student Evaluations (required)**

   Numbers and comments must reflect a general pattern of competence (meets expectations) or excellence (exceeds expectations). The expectation is for the candidate to show a generally competent or increasing trend each semester, ranging numerically between 4.0-5.0 (80-100%). Anomalies must be explained by the candidate. In cases where a candidate's courses have unusual enrollment numbers—either very small or very large—that might affect a candidate's overall statistical averages, the candidate should call attention to these enrollment anomalies. Candidates with an overall numerical average below 3.75 (75%) should explain any anomalies that may have resulted in this below-average percentage.

2. **Peer or Mentor Evaluations (required)**

   At least one peer or mentor evaluation each year is strongly encouraged. A minimum of two (2) peer or mentor evaluations of teaching should be conducted during the period under review for Assistant Professors applying for pre-tenure review, and the candidate's assigned faculty mentor must examine and approve the pre-tenure portfolio two weeks before it can be submitted to the VPA Promotion and Tenure Committee. A minimum of **three (3) peer or mentor evaluations** of teaching must be conducted during the period under review for Assistant or Associate Professors applying for tenure and/or promotion. Also, the candidate's assigned faculty mentor must review and evaluate the tenure portfolio and complete the VPA Mentor-Mentee Comments Form before the portfolio can be submitted to the VPA Promotion and Tenure Committee. Tenured Associate Professors and Professors must include at least one (1) peer or mentor evaluation every five years for post-tenure review or promotion. In no case is it sufficient simply to "recommend" that the faculty member is a "good" teacher or to provide observational data without analysis. Instead, each evaluation must be reported at length, including both praise and critique/constructive criticism in each of the following categories, as applicable:

- Preparedness
- Organization
- Supplementary Materials (e.g., handouts, online study materials, etc.)
- Platform Skills (e.g., projection, diction, style, delivery, etc.)
- Media (e.g., PowerPoint, audio clips, video clips, etc.)
- Time Management
- Student Engagement
- Syllabi (e.g., posted online, detailed, etc.)
- Additional Comments

Additional Teaching Evidentiary Categories
(Choose up to TWO additional categories for a total of up to FOUR columns)

- **Course development**
- **Noteworthy applications of technology**
- **Curriculum development**
- **Direction of individual student research or internships**
- **Participation in cross-disciplinary programs**
- **Special recognitions for teaching accomplishments** (e.g., Smith Award, A&S Teacher of the Year; can be used to grant an extra box under Peer Evaluations once "meets expectations" has been achieved)
- **Guest lectures**
- **Implementation of programs in K-12 schools** (Creation and execution of a significant resource or recurring program in collaboration with K-12 public schools. Documentation should include a report from a teacher or administrator at participating K-12 schools.)
- **Other teaching activities** (requires department head approval in consultation with the Dean)

Each of the above Teaching categories must stand alone as a separate column—i.e., categories cannot be combined within one column. Candidates must document the quality of their contributions by maintaining and presenting clear and complete records.

Meets expectations in REQUIRED ACTIVITY: **Student Evaluations**	Meets expectations in REQUIRED ACTIVITY: **Peer Evaluations**	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

OUTSTANDING SERVICE

1. Committee Service (required)

Committee service is required, though service across all levels of department, college, university, and/or system is not mandatory. Generally, candidates are expected to participate on **three (3) committees for promotion to Associate and tenure, four (4) for promotion to Professor, and three (3) for post-tenure review**; since committee workloads vary greatly, however, this suggested minimum might warrant variation in number of committees. Candidates must therefore demonstrate their outstanding level of service across all committees through proper and precise documentation. Thorough documentation of the duties performed for each committee must be included in the candidate's cover letter and corresponding evidentiary matter. Such evidence might include, as applicable: chair summaries of committee/individual workload and number of meetings; meeting agendas that prove the candidate's role/work; representative emails that prove the candidate's role/work; documents created by the committee or especially by the candidate; etc. Each representative document should be judiciously selected to best prove the candidate's role and work performed for that committee.

Additional Service Evidentiary Categories
(Choose up to THREE additional categories for a total of up to FOUR columns)

- **Advisement of students** (e.g., mentoring, development of advisement plans, creation or revision of advisement materials, etc.)
- **Mentoring of full-time faculty and/or part-time faculty** (at minimum meet with appointed mentees, observe classes, write letters of evaluation, and review portfolios prior to submission to P&T Committees; additional mentoring duties must document role and provide a letter from the mentee)
- **Recruitment** (e.g., recruit through technology, school visits, workshops, conferences, or other events, etc.)
- **Assessment** (e.g., significant active involvement in developing or revising assessment policies or procedures for a program area; administrative responsibility for regular collection and compilation of assessment reporting data, etc.)
- **Program development**
- **Contributions to student organizations and/or campus activities**
- **Administration of minor, major, department, school, or university programs**
- **Management of department, school, or university-wide budgets**
- **Contributions to system, regional, or discipline-specific accreditation programs**
- **Contributions to community activities and organizations related to one's discipline**
- **Other service to the institution** (requires department head approval in consultation with the Dean)

Each of the above Service categories must stand alone as a separate column—i.e., categories cannot be combined within one column. Candidates must document the quality of their contributions by maintaining and presenting clear and complete records.

Meets expectations in REQUIRED ACTIVITY: **Committee Service**	Meets expectations in Additional activity:	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

1. **Publication/Artistic Performance and/or Creation (required)**

Candidate has the production/publication credit as required on the Arts and Sciences list appropriate to the level of review: **two (2) for promotion to Associate Professor and/or tenure, three (3) for promotion to Professor and one (1) for post-tenure**. The candidate must prove quality and contribution to the discipline.

The VPA Department proposes the following additions to the Arts and Sciences list for Applicable Forms of Production and Publication:

1. Staging/direction (including, but not limited to, live drama and music drama, dance, film and other media)
2. Choreography
3. Dance concert, performed publicly in professional venue
4. Dance concert, performed publicly in refereed venue

2. Professional Development (required)

Participation in professional growth and development related to one's discipline, scholarship, and/or creative activities is **required by the BOR** (8.3.6.1 Minimum for All Institutions in All Professorial Ranks, BOR Minutes, October 2008).

Professional Development Activities may include but are not limited to:
- **Membership and/or service** (e.g., serve as officer, chair, conference organizer, etc.) **in professional societies**
- **Current professional licenses or certifications**
- **Development of professional applications of technology**
- **Receipt of competitively awarded grants, fellowships, or contracts**
- **Development of new grant proposals, contracts, or fellowship applications**
- **Research activities (documented)**

- o **Presentations before learned societies, professional organizations, or public institutions**
- o **Consulting or other paid applications of professional expertise outside of CSU** (e.g., private instruction, advising individuals or institutions, etc.)
- o **Honors and awards for research, scholarship, or other creative activities** (e.g., A&S Scholar of the Year; can be used to grant an extra box under Publication/Creation once "meets expectations" has been achieved)
- o **Other Professional Development** (requires department head approval in consultation with the Dean)

The above Professional Development categories can be combined within one column or separated into separate columns as deemed appropriate by the candidate, for a total of up to four columns.

Meets expectations in REQUIRED ACTIVITY: **Publication/Creation**	Meets expectations in REQUIRED ACTIVITY: **Prof. Development**	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

Responsibilities and Timelines in the Promotion and Tenure Process

The VPA promotion and tenure process involves five stages:

1. Preparation by the Faculty Member of the Portfolio for Promotion and/or Tenure
2. Review at the Faculty Mentor Level
   a. Faculty under review should meet with their appointed Faculty Mentor to discuss portfolio progress at least one month before the portfolio is due at the Department Level. Both mentor and mentee must document portfolio progress on the VPA Mentor-Mentee Comments Form.
   b. Faculty under review must meet again with their appointed Faculty Mentor to review and evaluate the completed portfolio at least two weeks before the portfolio is due at the Department Level. Both mentor and mentee must document portfolio completion on the VPA Mentor-Mentee Comments Form, which must be submitted with the completed portfolio.
   c. It is the responsibility of the candidate's mentor to meet with the candidate and examine the portfolio by the assigned deadlines. If the mentor does not or cannot follow through, the candidate must notify the department chair, who shall investigate and ensure that the candidate receives appropriate portfolio feedback before the due date.
3. Review at the Department Level (Department Head/Associate Dean and Departmental Review Committee, if one exists)

4. Review at the School Level (School Promotion and Tenure Review Committee & Dean of the School)
5. Review at the University Level (University Promotion and Tenure Review Committee, if needed, Provost, and President)

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CANDIDATE: _____

EVALUATION:　　☐Pre-Tenure Review　　☐Promotion to Associate Professor/Tenure
　　　　　　　　☐Promotion to Professor　　☐Post-Tenure Review

TEACHING

Meets expectations in REQUIRED ACTIVITY: **Student Evaluations**	Meets expectations in REQUIRED ACTIVITY: **Peer Evaluations**	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

OVERALL TEACHING:

Meets expectations	Exceeds expectations	Exemplary performance

Comments:

SERVICE

Meets expectations in REQUIRED ACTIVITY: **Committee Service**	Meets expectations in Additional activity:	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

OVERALL SERVICE:

Meets expectations	Exceeds expectations	Exemplary performance

Comments:

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT

Meets expectations in REQUIRED ACTIVITY: **Publication/Creation**	Meets expectations in REQUIRED ACTIVITY: **Professional Dev.**	Meets expectations in Additional activity:	Meets expectations in Additional activity:
Exceeds expectations in Required activity	Exceeds expectations in Required activity	Exceeds expectations in Additional activity	Exceed expectations in Additional activity
Exemplary performance in Required activity	Exemplary performance in Required activity	Exemplary performance in Additional activity	Exemplary performance in Additional activity

OVERALL SCHOLARSHIP/PROFESSIONAL DEVELOPMENT:

Meets expectations	Exceeds expectations	Exemplary performance

Comments:

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VPA MENTOR-MENTEE COMMENTS FORM

In accordance with the Promotion and Tenure guidelines for the Department of Visual and Performing Arts, we acknowledge that we have met regarding this portfolio on at least two occasions: first, to discuss progress on the portfolio, and finally to review the completed portfolio together.

Mentor Comments for First Meeting (below or see attached document):

I have read the above comments: _____ _____

Mentee initials   Date

Mentee Comments for First Meeting (below or see attached document):

I have read the above comments: _____ _____

Mentor initials   Date

Mentor Comments for Final Meeting (below or see attached document):

I have read the above comments: _____ _____

Mentee initials   Date

Mentee Comments for Final Meeting (below or see attached document):

I have read the above comments: _____ _____

Mentor initials   Date

_____   _____

Mentor signature upon submission of form   Date

_____   _____

Mentee signature upon submission of form   Date