

Kean University
 Tenure and Promotion Guidelines for Professorial Rank Faculty:
 Department Expectations for Scholarship, Teaching, and Service
 Department of Theatre
 College of Liberal Arts

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PURPOSE

To articulate the standards and procedures for promotion and/or tenure for the Department of Theatre.

APPLIES TO

Tenure-Track Faculty within the Department of Theatre .

CAMPUS

KU USA

ORIGINS OF THESE CRITERIA

In the development of these criteria, the Theatre department was guided by the policies suggested by the National Association of Schools of Theatre (NAST) and Association of Theatre in Higher Education (ATHE).

MISSION OF THE DEPARTMENT

The criteria presented within this document are designed to promote the fulfillment of the Department’s mission.

The Theatre Conservatory offers students the knowledge, skills, and critical perspectives necessary for building a strong foundation for a lifelong engagement with their art and their world. Accredited by the National Association of Schools of Theatre, Kean University's Theatre program mirrors the university's mission to provide a core educational foundation based on the liberal arts. The Kean Theatre program offers BA and BFA degree programs, constructed to make and teach theatre that celebrates the human condition and spirit. Our performance series provides quality, applied experiences that service the university and the surrounding community.

During their years at Kean, students have the opportunity to explore and develop their potential as actors, educators, directors, stage managers, designers, technicians, administrators, playwrights, and more— all while developing the skills to pursue work in professional theatre settings, graduate school, or even applying skills to a variety of professions both inside and outside the theatre. To this end, all theatre majors pursue coursework not only in theatre but also in the social and natural sciences, literature, technology, communications, and other areas of human experience.

The study of theatre at Kean is enhanced by a partnership with Premiere Stages, an AEA company in residence, and proximity to New York, allowing for frequent guest artists. In support of the above statements, we have developed specific student learning outcomes, attainable via coursework, mentorship, and participation in the theatre production series.

CONTEXT

The Theatre Department teaches the curriculum required for completion of the following four degrees:

- BA in Theatre
- BFA in Theatre Design & Technology
- BFA in Theatre Performance
- BFA in Theatre Performance, Musical Theatre Option

Departmental Expectations for Scholarship

The following sections provide the procedures and standards for scholarship in the Department of Theatre for tenure-track faculty seeking tenure and/or promotion to the rank of associate or full professor.

Tenure and/or promotion to the rank of associate professor.

In the Department of Theatre, the following scholarship expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor:

Kean University Theatre Conservatory
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CREATIVE WORKS AS SCHOLARSHIP GUIDELINES FOR TENURE AND PROMOTION

The following criteria follows the recommendations of NAST (the National Association of Schools of Theatre), the Association of Theatre in Higher Education Tenure and Promotion Guidelines (4 August 2021), and the Boyer Model (in which creative activity as scholarship involves four areas: “scholarship of discovery,” “scholarship of teaching and learning,” “scholarship of integration,” and “scholarship of application.” In addition, the tenure and promotion criteria of several universities, including Rutgers, Penn State, Florida State, Southwestern, Baylor, West Georgia, and Iowa State were consulted.

Tier 1:

Production of creative work as a director, dramaturg, actor, designer, technical artist, coach, and stage manager at a professional theatre venue (especially LORT, regional, and stock companies) is the equivalent of publication in a Q1 journal or a chapter in a book publication by a major press.

Performance of a written or devised play at a professional theatre venue (especially

LORT, regional, and stock companies) is the equivalent of publication in a Q1 journal or a chapter in a book publication by a major press.

Production of creative work in four or more professional theatre venues, especially LORT, regional, and stock companies, is the equivalent of book publication by a major press.

It should be noted that creative work for Premiere Stages, the local professional company, will be considered as professional credit although the work takes place within the University confines, in keeping with Penn State University guidelines for creative work at the Pennsylvania Centre Stage on the university campus.

Tier 2:

Production of creative work as a director, dramaturg, actor, designer, technical artist, coach, and stage manager for the university community that is peer reviewed is the equivalent of publication in a Q2 journal or a chapter in a book publication by a minor press.

Performance of a written or devised play performed by the Theatre Conservatory that is peer reviewed is the equivalent of publication in a Q2 journal or a chapter in a book publication by a minor press.

Production of four or more creative works for the university community that are each peer reviewed is the equivalent of a book publication by a minor press.

Peer reviews are comprised of outside expert evaluations. Experts should have professional credentials at least equal to those of the candidate. Experts attend the on-campus performances and write an evaluation response. It is important that, in so far as possible, such jurors or experts be without professional or personal connection with the professor/artist or institution.

The university should be prepared to underwrite the cost of bringing experts to the campus for on-campus productions.

The professor/artist should have the right to select the work to be evaluated by outside experts and the right of reasonable refusal of names on the potential juror list when possible.

In addition to the external reviewer's attendance and review of the performance itself, evidence of creative accomplishment may be sent to the expert and take the form of performance recordings, director's production book, dramaturgy portfolio, photographs of productions, renderings, ground plans, sections, elevations, sketches, working drawings, light plots, evidence of public education materials such as programs, workshops, talkbacks, and study guides.

Additional consideration: As the teaching load at Kean University is higher than at most universities, it is important that on-campus creative work be given due consideration as the time commitment required to commit to an off-campus professional theatre company as well as the networking required to gain and maintain professional connections is often not possible for the faculty in the Theatre Conservatory.

Minimal production level: Two creative works or traditional scholarship at the Tier 2 level or one creative work or traditional scholarship at the Tier 1 level every three years.

Examples of documentation for theatre professionals, including creative work and traditional scholarship:

Publicly presented production, reading, or staging of an original work

Dramaturgical or directorial protocols and portfolios

Program notes

Public educational and outreach materials
 Renderings, models, design portfolios, photographs
 Choreographic evidence, lab notation
 Video documentation
 Dialect breakdowns
 Publications
 Presentations at conferences
 Authorship of accreditation of other comprehensive program reports
 Consultation reports

Tenure and/or promotion to the rank of professor.

In the Department of Theatre, the following expectations to meet University standards apply for the promotion to the rank of professor:

Same as above-- ***Minimal production level-- Two creative works or traditional scholarship at the Tier 2 level, or one creative work or traditional scholarship at the Tier 1 level, every three years.***

Departmental Expectations for Teaching

In addition to the criteria established in the general university guidelines, the following sections provide the procedures and standards for teaching in the Department of Theatre for tenure-track faculty seeking tenure and/or promotion to the rank of associate or full professor.

Kean University Theatre Conservatory

Teaching Effectiveness Rubric

As of 2/13/24

CRITERIA	1	2	3	4	TOTAL
A. Documentation of Teaching Profile (see accompanying list)	Artifacts indicate a misunderstanding or misconception about the required accounting of the candidate's teaching profile.	Artifacts provide a partial or incomplete accounting of the candidate's teaching profile.	Artifacts provide a substantial accounting of the candidate's teaching profile.	Artifacts provide a thorough and complete accounting of the candidate's teaching profile.	
B. Teaching Effectiveness (see accompanying list)	Artifacts, including the Teaching Statement, depict ineffective pedagogical knowledge, skills, and values.	Artifacts, including the Teaching Statement, depict somewhat effective pedagogical knowledge, skills, and values.	Artifacts, including the Teaching Statement, depict generally effective pedagogical knowledge, skills, and values.	Artifacts, including the Teaching Statement, depict highly effective pedagogical knowledge, skills, and values.	
	Artifacts rarely	Artifacts	Artifacts	Artifacts	

C. Materials demonstrating Student Learning (see accompanying list)	reveal appropriate levels/degrees of student learning resulting from the candidate's teaching practices.	occasionally reveal appropriate levels/degrees of student learning resulting from the candidate's teaching practices.	frequently reveal appropriate levels/degrees of student learning resulting from the candidate's teaching practices.	consistently reveal appropriate levels/degrees of student learning resulting from the candidate's teaching practices.	
D. Activities to Improve Instruction (see accompanying list)	The candidate rarely participates in activities to improve instruction and/or neglects to articulate goals for improvement	The candidate occasionally participates in activities to improve instruction and/or articulates some meaningful goals for improvement	The candidate frequently participates in activities to improve instruction and/or generally articulates goals for improvement	The candidate consistently participates in activities to improve instruction and/or clearly articulates goals for improvement	
E. Advisement & Student Mentoring Activities (see accompanying list)	The candidate rarely participates in activities to provide advisement and mentorship to students.	The candidate occasionally participates in activities to provide advisement and mentorship to students.	The candidate frequently participates in activities to provide advisement and mentorship to students.	The candidate consistently participates in activities to provide advisement and mentorship to students.	
				TOTAL:	

Lists of Possible Artifacts to Include in a Dossier as Evidence of Teaching Effectiveness

- A. Documentation of Teaching Profile
- o A list of courses taught, with enrollments and a description of your responsibilities
 - o Number of advisees, graduate and undergraduate
 - o Syllabi
 - o Working effectively as a member of a program, instructional team in a learning community, or linked course
 - o Curricula that foster inquiry-based learning and build on student knowledge, experience
 - o Course content that engages multiple perspectives on historical and contemporary issues
 - o Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning

- Reading lists
- Assignments
- Exams and quizzes, graded and ungraded
- Handouts, problem sets, lecture outlines
- Descriptions and examples of visual materials used
- Descriptions of uses of computers and other technology in teaching
- Videos of your teaching
- Publications in teaching journals
- Papers delivered on teaching
- Reviews of forthcoming textbooks
- Service on teaching committees
- Assistance to colleagues on teaching matters
- Work on curriculum revision or development
- Teaching awards from department, college, or university
- Teaching awards from profession
- Invitations based on teaching reputation to consult, give workshops, write articles, etc.
- Requests for advice on teaching by committees or other organized groups

B. Teaching Effectiveness

- A reflective “teaching statement” describing personal teaching philosophy, strategies, and objectives
- Summarized student evaluations of teaching, including response rate and relationship to departmental average
- Written comments from students on class evaluations
- Comments from a peer observer in the same field
- Application summary letter from the committee chairperson
- Mid Term feedback from Center for Teaching and Learning
- Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
- Letters from students, preferably unsolicited
- Letters from course head, division head or chairperson
- Statements from alumni
- Examples of culturally responsive pedagogy that values and affirms students’ diverse backgrounds and lived experiences as a starting point for all learning. Syllabi and teaching philosophy statements might serve as examples.
- Examples of student-centered and experiential teaching strategies that promote engagement and active learning
- Examples of scaffolded and differentiated instruction and assignments that address the needs of a diverse group of students

C. Materials Demonstrating Student Learning (all anonymized to protect student identities)

- Scores on standardized or other tests, before and after instruction
- Students’ lab books or other workbooks
- Students’ papers, essays, or creative works
- Graded work from the best and poorest students, with teacher’s feedback to students
- Instructor’s written feedback on student work

D. Activities to Improve Instruction

- A personal statement describing teaching goals for the next few years
- Participation in seminars or professional meetings on teaching
- Design of new courses

- Design of interdisciplinary or collaborative courses or teaching projects
 - Use of new methods of teaching, assessing learning, grading
 - Preparation of a textbook, lab manual, courseware, etc.
 - Description of instructional improvement projects developed or carried out
- E. Advisement and Student Mentoring Activities
- Offering advisement, mentoring, or coaching to students
 - Annual lists of mentees and descriptions of mentored projects and student advising activities, including graduate students
 - Clinical instruction or supervision of students
 - Working with peer mentors and other academic support staff to improve supplemental instruction

Tenure and/or promotion to the rank of associate professor: Score of 15 on the rubric.

Tenure and/or promotion to the rank of professor: Score of 17 on the rubric.

Departmental Expectations for Service

In addition to the criteria established in the general university guidelines, the following sections provide the procedures and standards for service in the Department of Theatre for tenure-track faculty seeking tenure and/or promotion to the rank of associate or full professor.

Kean University Theatre Conservatory
 Service Effectiveness Rubric
 As of 2/13/24

CRITERIA	1	2	3	4	TOTAL
A. Documentation of Service	Artifacts indicate a misunderstanding or misconception about the required accounting of the candidate's service profile.	Artifacts provide a partial or incomplete accounting of the candidate's service profile.	Artifacts provide a substantial accounting of the candidate's service profile.	Artifacts provide a thorough and complete accounting of the candidate's service profile.	
B. Service Effectiveness on the Departmental Level	The candidate rarely participates in meaningful activities to improve the department's ability to serve the campus community.	The candidate occasionally participates in meaningful activities to improve the department's ability to serve the campus community.	The candidate frequently participates in meaningful activities to improve the department's ability to serve the campus community.	The candidate consistently participates in meaningful activities to improve the department's ability to serve the campus community.	
	The candidate rarely	The candidate occasionally	The candidate frequently	The candidate consistently	

C. Service Effectiveness on the College Level	participates in meaningful activities to improve the college's ability to serve the campus community.	participates in meaningful activities to improve the college's ability to serve the campus community.	participates in meaningful activities to improve the college's ability to serve the campus community.	participates in meaningful activities to improve the college's ability to serve the campus community.	
D. Service Effectiveness on the University Level	The candidate rarely participates in meaningful activities to improve the university's ability to serve the campus community.	The candidate occasionally participates in meaningful activities to improve the university's ability to serve the campus community.	The candidate frequently participates in meaningful activities to improve the university's ability to serve the campus community.	The candidate consistently participates in meaningful activities to improve the university's ability to serve the campus community.	
				TOTAL:	

Tenure and/or promotion to the rank of associate professor: Score of 12 on the rubric.

Tenure and/or promotion to the rank of professor: Score of 14 on the rubric.

DEPARTMENT PROCEDURES

ARTP Ratings for Performance

Using the criteria described above, the candidate's performance in the areas of teaching, scholarship, and service will be rated using the terms "exceeds," "meets," or "needs improvement," defined as follows:

1. "Exceeds" means the candidate exceeds expectations for tenure and/or promotion to this rank.
2. "Meets" means the candidate meets expectations for tenure and/or promotion to this rank.
3. "Needs Improvement" means the candidate falls below expectations for tenure and/or promotion to this rank.

Absent exceptional circumstances, no candidate may be recommended for promotion or tenure without meeting standards in all applicable performance areas, and strong candidates are likely to exceed expectations in one or more categories.

APPROVED BY:

The Department of Theatre and The Faculty Senate Committee on Faculty Affairs.

APPROVED ON:

DATE

Tenure and Promotion Guidelines for Professorial Rank Faculty: Department Expectations for Scholarship, Teaching and Service Department of Theater College of Liberal Arts

The aforementioned disciplinary expectations detailed have been developed reviewed and approved by the departmental faculty, the College Dean, and the Provost.

NOTE: For candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment are used for reappointment and tenure decisions. Candidates for promotion use the disciplinary standards in effect in the year in which they apply for promotion.

<hr/> Department Chair	<hr/> January 23.26 Date
<hr/> College Dean	<hr/> Date
<hr/> Provost	<hr/> Date

Review and Approval:

Effective Date: September 1, 2026

Policy Review Cycle: Years ending in 0 and 5 or as needed

This document may be amended by a two-thirds vote of the department's tenured and tenure-earning faculty. After an amendment, it must be approved by the Offices of the Dean and Provost.

Change History: