



**SCHOOL OF MUSIC,  
THEATRE, AND DANCE  
COLORADO STATE UNIVERSITY**

## **School of Music, Theatre, and Dance CODE**

Updated March 15, 2019; September 8, 2021, September 6, 2023

# I. TABLE OF CONTENTS

## Table of Contents

<b>I.</b>	<b>TABLE OF CONTENTS</b>	<b>2</b>
<b>II.</b>	<b>PREAMBULUM</b>	<b>4</b>
<b>III.</b>	<b>ARTICLE I: GOVERNANCE AND ADMINISTRATION</b>	<b>4</b>
A.	SECTION I: UNIT DESCRIPTION	4
B.	SECTION II: MISSION OF THE SCHOOL OF MUSIC, THEATRE, AND DANCE	4
C.	SECTION III: GOALS	4
D.	SECTION IV: FACULTY PARTICIPATION	5
E.	SECTION V: SCHOOL DIRECTOR	5
<b>IV.</b>	<b>ARTICLE II: SELECTION OF FACULTY</b>	<b>7</b>
<b>V.</b>	<b>ARTICLE III: EVALUATION FOR PROMOTION AND TENURE, ANNUAL PERFORMANCE REVIEW</b>	<b>7</b>
A.	SECTION I: APPOINTMENT TYPES AND RANKS	7
B.	SECTION II: ADVANCEMENT IN RANK (PROMOTION)	8
C.	SECTION III: PERFORMANCE REVIEW OF FACULTY	9
<b>VI.</b>	<b>ARTICLE IV: GRIEVANCE PROCEDURES</b>	<b>10</b>
<b>VII.</b>	<b>ARTICLE V: AMENDMENTS/REVISIONS</b>	<b>10</b>
<b>VIII.</b>	<b>ARTICLE VI: DIVISIONS OF THEATRE AND DANCE SUPPLEMENT</b>	<b>10</b>
A.	SECTION I: MISSION AND GOALS	10
B.	SECTION II: STRUCTURE AND ADMINISTRATION OF THE DIVISIONS OF THEATRE AND DANCE	14
C.	SECTION III: TENURE AND PROMOTION	15
<b>IX.</b>	<b>ARTICLE VII: DEPARTMENT OF MUSIC SUPPLEMENT</b>	<b>26</b>
A.	SECTION I: MISSION AND GOALS	26
B.	SECTION II: DEPARTMENTAL GOVERNANCE	27
C.	SECTION III: GRADUATE FACULTY, ADVISORS, AND GRADUATE COMMITTEE	28
D.	SECTION IV: FACULTY EVALUATIONS	28
E.	SECTION V: SELECTION AND APPOINTMENT OF NEW FACULTY	29
F.	SECTION VI: GRIEVANCE PROCEDURES FOR STUDENTS AND FACULTY	30
G.	SECTION VII: PROMOTION AND TENURE	30
H.	SECTION VIII: PROCEDURES RELATING TO REVIEW ARTICLE II OF THE CODE	35
<b>X.</b>	<b>APPENDIX I: PROMOTION CRITERIA FOR CONTRACT, CONTINUING, ADJUNCT (CCA) FACULTY</b>	<b>35</b>
<b>XI.</b>	<b>APPENDIX II: ASSESSMENT CRITERIA FOR PERFORMANCE AND PROMOTION REVIEWS</b>	<b>38</b>
A.	PERFORMANCE REVIEW	38
B.	PROMOTION REVIEW	38
C.	TENURE REVIEWS	38
D.	SPECIFIC CRITERIA FOR EVALUATION	38
E.	CRITERIA FOR THE ASSESSMENT OF EXCELLENCE IN TEACHING	39
F.	PORTFOLIO CONTENTS FOR EXCELLENCE IN TEACHING	40
G.	CRITERIA FOR THE ASSESSMENT OF SERVICE	40



## **II. PREAMBULUM**

The code of the School of Music, Theatre, and Dance serves to support three distinct purposes:

- to provide appropriate guidance for good regulation of all shared and distinct policies and procedures regarding administration and faculty governance;
- to establish a structure to maximize visibility, growth, and the pursuit of artistic and scholarly excellence in the distinct disciplines of music, theatre, and dance; and
- to build a platform that enables the performing arts to make optimal contributions to the status and prestige of the College of Liberal Arts and Colorado State University in its mission to be a comprehensive research university among the best in the nation.

## **III. ARTICLE I: GOVERNANCE AND ADMINISTRATION**

### **A. SECTION I: Unit Description**

The School of Music, Theatre, and Dance (SMTD) is a multi-disciplinary base unit housed within the College of Liberal Arts (CLA), consisting of the Department of Music and the Divisions of Theatre and Dance. The functions and representations of the department and the divisions in SMTD are regulated by the SMTD Code and the supplemental codes of the Department of Music and the Divisions of Theatre and Dance (see Article VI and Article VII of this code). The Department of Music and Divisions of Theatre and Dance are semi-autonomous units within SMTD, with department and division heads overseeing academic, artistic, and operational elements for each disciplinary unit (music, theatre, and dance). The department and division heads report to the director (chair) of SMTD, who in turn reports to the dean of CLA. The department and the divisions form the appropriate peer review group for tenure and promotion.

### **B. SECTION II: Mission of the School of Music, Theatre, and Dance**

The School of Music, Theatre, and Dance empowers students to create, collaborate, innovate and inspire. Through teaching, creative artistry, research, advocacy, and service, we elevate arts education.

### **C. SECTION III: Goals**

1. Champion student success by providing the finest possible faculty, staff, curriculum, facilities, and academic support services.
2. Recruit and retain aspiring students in music, theatre, and dance from Colorado, the United States, and the world to create and sustain a diverse and collaborative artistic community.
3. Inspire innovation through providing opportunities for students, faculty, staff to collaborate in cross-disciplinary experiences in the arts and other disciplines.
4. Advocate for the arts as an essential part of the development of an educated and compassionate population by providing courses and experiences in the creative process to the entire CSU community and beyond.
5. Engage with local, regional, national and global communities as a resource for knowledge, creative artistry, innovation, and service.

#### **D. SECTION IV: Faculty Participation**

1. All members of SMTD faculty who hold full-time and part-time appointments at any rank or appointment type, whether tenured, tenure-track, contract, continuing, or adjunct, and who are administratively responsible to the director have the right to participate and vote in the conduct of business of the School and its respective department and divisions, except as specified in paragraph "2" and "3" of this section. The administrative officers of SMTD are the director and her/his/their appointees.
2. Participation in the formation and/or revision of school, department, and division codes is limited to "eligible faculty members." As defined in the academic *Faculty and Administrative Professional Manual* (heretofore known as "*Manual*"), C.2.4.2, 2009, they are:
  - i. Faculty with a full-time, part-time, or transitional appointment.
  - ii. In residence at the University or on sabbatical leave;
  - iii. Administratively responsible to the director.
3. Matters of promotion and tenure related to tenured and tenure-track faculty members are reserved for tenured and tenure-track faculty members (*Manual*, E.10.5; E.2.1.2-5).

#### **E. SECTION V: School Director**

As SMTD is technically regarded as a department within CLA, the director serves as the chief academic and administrative officer of SMTD and serves in the capacity as chair as defined by the *Manual* (C.2.6.2, 2009). The procedures for the director's selection and term are defined in the *Manual* (C.2.6.2, 2009). The term shall be for five (5) years, and the director may be reappointed.

1. Duties and Responsibilities of the Director of SMTD: The director is the chief academic and administrative officer of the school and will be referred to as the director henceforth. All faculty and staff members of the school report to the director. The director is responsible for all policies, procedures, and activities that affect the professional status of the school. The director's duties are outlined in the University Code and CLA Code. To assist in the execution of assigned duties, the director is authorized to appoint faculty members to positions of administrative assistance consistent with program needs and resources. The duties and responsibilities of the director shall include specifically:
  - i. Manage all fiscal matters of the school:
    1. Administer the school budgets.
    2. Support the development of sources of additional internal and external funding.
  - ii. Manage all academic matters of the school.
    1. Provide an environment and resources to assist faculty in developing excellence in undergraduate and graduate teaching, advising, research, artistry, and service within the department.
    2. Monitor the development and scheduling of curricula to meet the educational needs of the students.
    3. Determine needed facilities (classrooms, studios, laboratories, etc.)
    4. Provide leadership for the recruitment and retention of students into the school.
    5. Coordinate and promote the school's public events.
    6. Coordinate accreditation reviews, including, but not limited to: self-studies, site visits, curriculum plan approvals, annual audits, compliance questionnaires, and annual Higher Education Arts Data Service (HEADS) survey submissions.
  - iii. Manage all personnel matters of the school.

1. Initiate recommendations for appointment, advancement, tenure, and dismissal of faculty and staff members, considering the teaching, advising, research/creative activity, artistic, and service effectiveness of faculty members being recommended for contract renewal, promotion, tenure, dismissal, and salary increases.
  2. Evaluate school faculty and staff in accordance with the codes and policies of CSU.
  3. Recruit and retain administrative, faculty, and staff members following university policies.
  4. Provide professional guidance and mentorship to faculty, staff, and students as needed.
  5. Coordinate and promote the development of research, artistry, scholarship, teaching, and advising competencies of faculty members.
  6. Assign equitable faculty and staff work responsibilities in consultation with the Executive Committee, department and division heads, area coordinators, advisory committee, and administrative supervisors.
  7. Create an environment to develop and maintain school morale.
  8. Chair meetings of the SMTD faculty, staff, and Executive Committee as a non-voting member except in the case of a tie vote, where the director's vote breaks the tie.
- iv. Manage all outreach matters of the school.
1. Facilitate the promotion of a positive public image for the school.
  2. Support coordination of alumni activities.
  3. Represent the school at appropriate meetings and functions.
2. Department and Division Heads: In addition to the chief executive of SMTD (director/chair) there shall be a department or division head for each semi-autonomous unit within SMTD (dance, theatre, and music), appointed by the dean of CLA and the director, upon consultation with and consent (majority vote) by the faculty of each unit. Department and division heads assist the director with academic, administrative, and artistic duties as outlined in Article I, E.1.a.-d. of this code, according to their specific discipline and as delegated by the director of SMTD, in consultation with the dean of CLA. Specific duties of department and division heads are articulated in the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.
3. The Executive Committee for the school is comprised of the SMTD director (ex-officio) and the heads of dance, music, and theatre, the undergraduate and graduate coordinator(s); three elected faculty members who hold tenured, tenure-track, contract, or continuing positions, one each from the dance, music, and theatre units. The three faculty members are elected by majority vote of all eligible faculty members in each unit at the last faculty meeting of spring semester for a one-year term served during the next academic year. The Executive Committee shall be an advisory body to the director on all substantive matters of personnel, annual evaluations, administration, academics, and budget. The Executive Committee shall meet at least once during the fall and spring semesters. It shall conduct annual evaluations of the director in accordance with CLA guidelines; shall be responsible to conduct school/program self-evaluations and accreditation evaluations; and shall serve in grievance procedures as specified in Article IV of this code.
4. Student Advisory Council (SAC): The Student Advisory Council is comprised of the director (ex-officio) and seven elected student members: two (2) each from the dance and theatre divisions, and three (3) from the department of music (2 undergraduate and 1 graduate). The SAC shall meet with the director at least once per month during the academic year and advise on matters of

student concern, including but not limited to: curricula, facilities, programming, diversity/inclusiveness, advising, and class/production scheduling.

#### IV. ARTICLE II: SELECTION OF FACULTY

Policies and procedures regarding the selection and hiring of faculty, in accordance with the *Manual*, E.4.1 and E.4.2, are specified in the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.

#### V. ARTICLE III: EVALUATION FOR PROMOTION AND TENURE, ANNUAL PERFORMANCE REVIEW

##### A. SECTION I: Appointment Types and Ranks

1. Appointments — As per the *Manual*, E.2.1, 2018; there are (normally) six (6) basic types of appointments that exist for members of the faculty. They are tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on transitional appointments. Other appointment types include affiliate (*Manual*, E.2.2.3) and visiting (*Manual*, E.2.4.4). For specific information regarding appointment types, including faculty rights and responsibilities, please refer to the *Manual*, E.2.

2. Ranks — As per the *Manual*, E.13, 2018; there are two tracks of ranks:

Instructor Track	Instructor	Senior Instructor	Master Instructor	
Professor Track		Assistant Professor	Associate Professor	Professor

3. Titles — Continuing, contract, adjunct (CCA) faculty holding ranks in the professor track shall hold the titles: assistant professor of practice; associate professor of practice; and professor of practice.
4. Normally, CCA faculty in the instructor and professor rank series are hired as professional teaching faculty for specific undergraduate and/or graduate assignments. They generally are not expected to conduct research or perform public or external disciplinary service as a condition of their employment. The two rank tracks are normally distinguished by different job duties. The instructor series is primarily a teaching track. It may be 100% teaching or at the more senior ranks may have a service or administrative component. The professor series requires a terminal degree or the equivalent, is primarily a teaching track but will typically have research/creative activity (not more than 10-15%), service components, and may also have an administrative component. The administrative and service components depend on the needs of the school, department and/or divisions, and the skills and desires of the faculty member.
5. Contracts are normally used when there are specific non-teaching duties, in addition to teaching duties, that extend for two to three years. Contracts will typically be used in the professor series and may be used in the Instructor series when appropriate. As per the *Manual*, E.2.1.3, contracts may be renewed. If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless a new contract is agreed to in writing by both parties.
6. Individuals on CCA appointments are eligible to be considered for advancement in rank. All

candidates for advancement in rank will be reviewed according to their distribution of effort in teaching and service for faculty in the Instructor rank and teaching, service and research in the professorial ranks. Normally, candidates should demonstrate the same level of effectiveness as is required for a tenure track faculty member in any and all categories of their job duties.

**B. SECTION II: Advancement in Rank (Promotion)**

1. As per the *Manual*, E.13, for the purposes of discussing promotion, the six (6) available ranks for faculty are grouped into four (4) levels as follows:
  - i. Instructors
  - ii. Senior Instructors and Assistant Professors
  - iii. Master Instructors and Associate Professors
  - iv. Professors
2. Time in Rank: As per the *Manual*, E.13, normally, after five (5) years in rank, faculty are eligible to be considered for promotion. If the promotion is approved, it shall become effective the following July 1. For additional information, refer to the *Manual*, E.13.
3. Promotion Policies and Procedures
  - i. A promotion represents advancement in rank from one level to a higher level.
  - ii. A change in rank within a level is not considered to be a promotion.
  - iii. Specific criteria for promotion within rank tracks are articulated in in the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.
  - iv. Specific criteria for tenure and promotion for tenured and tenure-track faculty are articulated in the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.
4. Promotion and Tenure Committees
  - i. Tenured and Tenure-Track Faculty: The Department of Music and Divisions of Theatre and Dance shall maintain promotion and tenure committees for matters related to the tenure and promotion of tenured and tenure-track faculty members, comprised of tenured faculty members within each unit. Specific guidelines for promotion and tenure for each unit are articulated in the supplemental codes for the Department of Music and the Divisions of Theatre and Dance. Refer to the *Manual*, E.13.2 for additional information regarding promotion and tenure committees for tenured and tenure-track faculty.
  - ii. Continuing, Contract, Adjunct (CCA) Faculty: The SMTD Committee for CCA Promotion. As per the *Manual*, E.13.2, this committee is charged with reviewing applications for advancement in rank submitted by contract, continuing, or adjunct faculty members.
    1. This committee shall be comprised of a minimum of three CCA faculty members from across the school holding the rank of senior instructor/assistant professor or higher. Normally, there shall be one representative from each discipline (music, theatre, and dance).
    2. In the absence of a minimum of CC faculty as described above, the committee will consist of a minimum of three tenured, tenure-track, continuing, contract, or adjunct faculty holding the rank of senior instructor/assistant professor or higher (music, theatre, and dance). Normally, there shall be one representative from each discipline (music, theatre, and dance).
    3. Promotion to the rank of master instructor/associate professor requires the review of the candidate's qualifications by a minimum of three contract, continuing, or adjunct faculty holding the rank of master instructor/associate professor or higher



- (music, theatre, and dance). Normally, there shall be one representative from each discipline (music, theatre, and dance).
4. In the absence of a minimum of CCA faculty holding the rank of master instructor/associate professor or higher, the committee will consist of a minimum of three tenured, tenure-track, continuing, contract, or adjunct faculty holding the rank of master instructor/(special) associate professor or higher (dance, music, theatre). Normally, there shall be one representative from each discipline (music, theatre, and dance).
  5. Promotion to the rank of (special) professor requires the review of the candidate's qualifications by a minimum of three contract, continuing, or adjunct faculty holding the rank of professor (music, theatre, and dance). Normally, there shall be one representative from each discipline (music, theatre, and dance).
  6. In the absence of a minimum of CCA faculty holding the rank of professor or higher, the committee will consist of a minimum three tenured, tenure-track, continuing, contract, or adjunct faculty holding the rank of (special) professor or higher (music, theatre, and dance). Normally, there shall be one representative from each discipline (music, theatre, and dance).

### **C. SECTION III: Performance Review of Faculty**

#### **1. Annual Performance Review**

- i. All tenured, tenure-track, contract, continuing, and adjunct faculty members, including the director and administrative appointees, are subject to an annual performance review, as per the *Manual*, E.14. 2-13.
- ii. The annual performance review of all faculty, with the exception of the director, will be completed by the director in consultation with the program heads of the Department of Music, and the Divisions of Theatre and Dance. The director shall be reviewed by the dean of CLA.
- iii. All faculty members shall be reviewed according to their respective distribution of effort in the following areas: teaching/advising; research/creative activity; service/outreach/engagement; and/or if applicable, administration.
- iv. All faculty members shall submit digitally the following materials:
  1. Current CV in CSU format, as specified by the CSU Office of the Provost or the CSU Office of the Dean of the College of Liberal Arts.
  2. Annual activities report
  3. Narrative, including a self-assessment of accomplishments and areas for improvement as well as goals for the next review period for each area of effort distribution as applicable to each faculty members distribution of effort.
  4. Supporting materials as appropriate to distribution of effort, e.g., peer evaluations, student course surveys, course syllabi, media links, abstracts, letters of acceptance, and programs, etc.
- v. Each faculty member shall receive a written copy of the annual performance review.
- vi. Each faculty member under review will meet with the director and/or the department or division head at least once year to discuss accomplishments, goals, and possible areas for improvement.
- vii. In years when there is a salary exercise, merit salary increases will be considered using each faculty member's annual assessment as per the *Manual*, E.14.1.
- viii. Specific guidelines regarding the assessment of teaching/advising; research/creative activity; service/outreach/engagement; and administrative duties for each unit are articulated in the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.

## 2. Comprehensive Performance Review

- i. Mid-Point Review: Comprehensive performance reviews of tenure-track faculty shall be conducted at the midpoint of the probationary period at CSU. These reviews are done in accordance with the *Manual*, E. 14. 1. For specific guidelines for comprehensive program reviews, please refer to the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.
- ii. Post-Tenure Review: Post-tenure reviews of tenured faculty shall be conducted every five (5) years following the granting of tenure. These reviews are done in accordance with the *Manual*, E.14.3. For specific guidelines for comprehensive program reviews, please refer to the supplemental codes for the Department of Music and the Divisions of Theatre and Dance.

## VI. ARTICLE IV: GRIEVANCE PROCEDURES

All faculty members shall have the right to bring matters of concern to the director or department/ division heads. Both the faculty member and the director or department/division heads shall make every attempt to resolve the difficulty.

If the matter is not resolved, then the faculty member or the director may resort to channels beyond the school, department, or division for resolution. Grievances against administrative decisions are specified in the *Manual*, Section K. Additional information regarding grievances is found in the *Manual*, E.14.4.

## VII. ARTICLE V: AMENDMENTS/REVISIONS

An amendment to the SMTD Code may be proposed by any faculty member by giving written notice to the Executive Committee. Such amendments will then be circulated among members of the school prior to the meeting in which it will be voted upon. Amendment materials must be available to all faculty members at least seven workdays prior to the faculty meeting, not including the day of the meeting. Voting on amendments shall be by secret ballot and must be passed by a two-thirds majority of the eligible faculty.

Periodic review of the SMTD Code: As part of the periodic self-study, the director shall initiate a review of the SMTD Code. After seven working days' notice by the director, the eligible faculty (as defined by the university code) shall meet to review the code. Voting on changes shall be by secret ballot and passed by a two-thirds majority vote of the eligible faculty. In the absence of a physical meeting, the revision(s)/amendment(s) may be adopted by electronic voting. The first affirmative vote shall constitute the movement of the motion; the second affirmative vote shall constitute the second of the motion.

The approval of the dean and of the provost is required for amendments and revisions of the code.

## VIII. ARTICLE VI: DIVISIONS OF THEATRE AND DANCE SUPPLEMENT

### A. Section I: Mission and Goals

#### 1. The Mission of the Division of Theatre

We believe...as theatre makers, in telling stories of our world, speaking truth to power, and rehearsing new possibilities. Our students practice theatrical storytelling as a powerful force for social change and community engagement. We believe art is the antidote to an alienating, dehumanizing world that too often prevents us from seeing each other's mutual humanity.

We teach...

- an aesthetic sensibility
- a global history of artistic practices
- collaboration and teamwork
- creative problem-solving and experimentation
- critical thinking and intellectual curiosity
- written, oral and performance communication
- adaptability and flexibility
- start-to-finish project management
- hands-on technical skills
- emotional intelligence, resilience, and empathy

As educators and mentors, we share our industry expertise as well model the creative, collaborative, imaginative, and technical power of this art form in multiple concentrations, including:

- Performance
- Musical Theatre
- Costume Design & Technology
- Lighting Design & Technology
- Projection Design & Technology
- Set Design & Technology
- Sound Design & Technology

All in our world-class, tech-savvy hub for creativity: the University Center for the Arts (UCA).

**We cultivate...**a welcoming community that provides an intimate haven within the larger Research I University where we grow well-rounded, well-read global citizens, theatre makers, and creative catalysts. As an undergraduate-only division, our students are central to every design, concept, class and production. We train artists for the creative industries...and human beings for broader life beyond the university.

**We make...**relevant work that speaks to our moment and speaks to humanity. Collaborative work that builds community. Cutting-edge, design-forward technical work that marries art with science. And innovative, creative work that imagines new worlds and new possibilities.

At CSU Theatre, we make art that matters. For a world that needs it more than ever.

## 2. Goals and Objectives of the Division of Theatre

### i. Objective 1: Provide excellent, inclusive, student-centric training in Theatre Studies.

1. Guided by our talented and expert faculty and staff (staculty), train the next generation of theatremaking artists, scholars, and activists for professional careers in the entertainment industries...and for broader life beyond the university.
2. Through an array of easy-to-navigate concentrations, offer students multiple ways into our profession guided by current and future disciplinary trends.
3. Provide students with high-quality, hands-on opportunities in performance, creative artistry, research, collaboration, and outreach to develop excellence in their respective areas of concentration.
4. Offer student-centric theatre education featuring small classes, hands-on learning and practice opportunities, and a world-class, tech-supported facility: the

University Center for the Arts (UCA).

5. Maintain and expand programs of excellence and relevance by providing quality instruction, mentoring, and advising for a diverse population of students, including majors and non-majors, out-of-state and international students.
  6. Continue active recruitment & retention and excellent, attentive advising/mentorship programs for current and future students.
  7. Expand and improve the theatre faculty through strategic hiring of outstanding individuals dedicated to student success and explore potential new degree offerings, including:
    - a. Tenure-track position in Playwriting and Directing (hired; Fall 23)
    - b. Tenure-track or full-time CCA Musical Director position for Musical Theatre
    - c. Tenure-track or full-time CCA position in Theatre Studies
    - d. CCA or staff position in Stage Management
    - e. Staff positions in Properties, Assistant Technical Director, and Costume Shop Support
    - f. Bachelor in Theatre, Theatre Studies concentration (with focus on Theatre for Social Change and World Theatre History)
    - g. Bachelor in Theatre, Stage Management concentration
  8. Cultivate relationships that will support recruitment & retention scholarships, endowed faculty positions, facilities upgrades/additions, curricular initiatives, technology, and public outreach/engagement.
  9. Actively adhere to all operational and curricular standards of the National Association of Schools of Theatre (NAST).
  10. Utilize HEADS data to regularly assess CSU Theatre in relation to peer institutions and programs.
- ii. Objective 2: Educate future professionals in theatre and related fields to excel as inquisitive, inspirational, and collaborative artists, scholars, practitioners, and global citizens.
1. Model and practice the art of creative collaboration in everything we do: in classrooms, in rehearsals, in our technical shops, on our stages, and with our audiences.
  2. Offer a curriculum that combines standard American repertoire and practice as well as trends and cultures in theatre across the globe and from historically marginalized perspectives.
  3. Provide access to world-class artists and professionals in the field as models and inspirations for students and faculty.
  4. Encourage global perspective-taking through Study Abroad programs in the UK, South Africa, and Prague, supported with student scholarships and by embedding these options in the major curriculum.
  5. Cultivate connections to professional organizations and contacts and introduce students to such networking.
  6. Provide opportunities for learning related to moral, ethical, and legal issues, including but not limited to conscious casting/representation practices, consent and boundary work, intellectual property, workplace/union rights.
- iii. Objective 3: Make art that matters, address 21st-century issues, and engage communities.
1. Contribute to and enrich the university's cultural environment through a theatre season that balances pedagogy, resources, and thematic relevance.
  2. Implement a curriculum and a season of performances that includes culturally

diverse perspectives from BIPOC, queer, indigenous, women and international artists.

3. Actively bring a diverse array of creative guest artists and lecturers to our campus, classrooms, and stages.
  4. Practice and model justice, equity, diversity, and inclusion (JEDI) principles for the campus and broader community and encourage CSU-wide student, faculty, and staff attendance at our events.
  5. Work collaboratively with community partners on opportunities for creative cross-pollination, student learning/internships, and artistic solidarity in Colorado and beyond.
  6. Utilize a variety of modalities to reach and engage a diverse audience in the performing arts (HD streaming, On-Demand encore performances, high school matinees, SPUR workshops, guest residencies, artistic collaborations, social media publicity, Echo360 video capture, remote teaching/workshops, flipped/blended classroom models).
  7. Endorse the work of the SMTD JEDI Committee, including workshops throughout the academic year, recruitment, and retention of diverse students, working towards becoming a Multicultural Organization (MCO).
  8. Regularly review curriculum for improvements in relevance, comprehensiveness, and ensuring inclusive excellence
- iv. Objective 4: Foster a creative work and learning space in which people can thrive.
1. Guided by the spirit of ubuntu, the African philosophy of mutual humanity, nourish a culture in which colleagues and students bring our best selves to all our efforts, treat one another with mutual respect and courtesy, embrace our differences and diversity, follow a professional work ethic, communicate effectively, and practice the collaborative spirit of theatre in everything we do.
  2. Nurture and support excellent artistry and scholarship for all staculty through annual feedback protocols, time and effort distributions, grants, professional development opportunities, travel funding, and regular celebrations of accomplishments.
  3. Create equity mechanisms for the three constituents of educators in the Division:
    - a. Tenured/Tenure Track faculty (TTF) – move to a 4-course load distribution (or equivalent), as per the norm within most academic units in CLA and at CSU and implement systems for compensation/course banking & releases for designing in the SMTD season or other above-load labor.
    - b. Continuing, Contract, and Adjunct Faculty (CCAF) – ensure full workloads wherever possible, balance course/directing/design assignments, provide service loads/opportunities, and implement systems for compensation/course banking & releases for above-load labor.
    - c. Staff – advocate for salary equity and living wages, foster career development and job satisfaction through teaching and professional development opportunities wherever possible.
  4. Sustain freedom of expression in creative research, scholarship, and artistry for faculty on tenure and non-tenure tracks.
  5. Incentivize innovation in curricular development, artistic works, publications, and/or performances, and engaged scholarship.
  6. Support collaborative projects, team teaching, workshops, guest residencies, seminars, festivals, and workshops, and interdisciplinary work across campus and between other institutions, regionally, nationally, and internationally.

7. Recruit and retain a diverse and inclusive cohort of students, representing CSU's broad and inclusive definition of diversity (referred to internally as "inclusive excellence"): age, culture, different ideas and perspectives, disability, ethnicity, first-generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, veteran status as well as historically excluded and marginalized social groups.
  8. Support student representation in Division decision-making and self-governance through the Mentors Program, Theatre Student Advisory Council (SAC), and Theatre Diversity and Inclusion Committee (TDIC).
  9. Follow and reinforce Theatre Community Agreements and CSU Principles of Community (<https://diversity.colostate.edu/resources/principles-of-community/>)
  10. Implement clear protocols for feedback, problem-solving, and troubleshooting; access to CSU resources and policies; effective systems for course feedback; frequent listening sessions; and empower students, faculty, and staff with agency, responsiveness, and leadership in fostering this environment.
3. The Mission and Vision of the Division of Dance:
- i. Mission: Through rigorous technical and artistic investigation, embodied practice, and progressive pedagogy, Colorado State University Dance empowers students to be engaged, reflective, and resilient. In keeping with our land-grant values, we strive to inspire and lead creative collaborations on campus and beyond through comprehensive dance practices.
  - ii. Vision: As artists, educators, and scholars, CSU Dance strives to embody humility, compassion, and curiosity. We recognize the need for perpetual growth while honoring our historical and cultural legacies. To maintain our vitality, passion, and commitment to dance and dance education we will:
    1. address current critical issues through performance, choreography, and pedagogy;
    2. seek and practice innovative, equitable, and collaborative artistic and educational approaches;
    3. serve diverse cultures through community engagement on a local, national, and international scale;
    4. and take thoughtful risks to stay current and keep moving forward.

## **B. SECTION II: Structure and Administration of the Divisions of Theatre and Dance**

1. As per the Article I, E.2. of this code, there shall be a department or division head for each semi-autonomous unit within SMTD to assist the director with academic, administrative, and artistic duties as outlined in Article I, E.2.i.-iv. of this code. Department and division heads shall be appointed by the dean and the director, upon consultation with and consent (majority vote) by the faculty of each unit.
2. The duties of the division program heads similar to those of department chairs, shall include all of those specified by the director and the dean of CLA.
  - i. The division program heads will share with other faculty in the divisions the authority to execute divisional responsibilities.
  - ii. The division program heads will consult with individual faculty, SMTD departmental committees, and/or the entire staff on those matters that affect the welfare of the divisions and will share with the faculty and staff before implementation of the strategies and initiatives that may be promoted.

- iii. The division program heads will keep the faculty informed of the ongoing state of the budget, calendar and production deadlines, scheduling, course load distributions, and all related matters of professional interest and concern.
- iv. The division program heads will develop an instructional schedule for each eligible faculty member, in consultation with that member, which not only assures maximum convenience and productivity in the member's execution of teaching, research, and service responsibilities but also takes into account the needs of students and any scheduling requirements of the University.
- v. The division program heads, after reviewing confidential faculty annual activity reports, will provide copies of their reviews to the director along with recommendations for approval in the ranking evaluation and merit award process.
- vi. For the recruitment of new divisional faculty or staff, the director, in consultation with the applicable division program head, shall appoint a search committee comprised of three divisional faculty and/or staff to review candidates for new and vacated faculty positions in accordance with extant procedures of the University. For searches for tenure-track faculty, the chair of those search committees shall be a tenured or tenure-track faculty from the appropriate area of the divisions. Normally, search committees for faculty will be comprised of tenured or tenure-track faculty members.
- vii. The applicable division program head shall call regular meetings of the faculty and staff in their discrete programs, solicit agenda items from the attendees and provide written notice and an agenda in advance.
- viii. The division program heads or their designees shall determine student scholarships and awards using criteria from the fund agreement. The faculty or the delegated teaching staff shall determine production assignments and production calendars.

### **C. SECTION III: Tenure and Promotion**

#### **1. Promotion and Tenure Committee**

- i. The divisional Promotion and Tenure Committee shall consist of all members of the tenured divisional faculty who are at or above the rank of the person being considered. Until such time the divisions attain department status, the divisional Promotion and Tenure Committee shall also include three faculty members at or above the rank of the faculty member being reviewed, outside of the theatre and dance faculty. Theatre and dance faculty may designate two or three faculty members from music, art, or any faculty member, regardless of department affiliation, whose research and creative work is related or parallel to the faculty member being considered. Participation of faculty from outside of the division is voluntary.
- ii. If the consideration is tenure, the divisional Promotion and Tenure Committee shall consist of all tenured members of the faculty with the rank of associate or full professor, provided the person being considered for tenure is an assistant professor. If the consideration for tenure-track faculty is promotion to associate professor, the divisional Promotion and Tenure Committee shall consist of all tenured associate and full professors. If the consideration for tenure-track faculty is promotion to full professor or tenure of a person holding the rank of full professor, the committee shall consist of all tenured full professors. The chair of the divisional Promotion and Tenure Committee shall be appointed by the applicable division program head, who will report the recommendation of the divisional Promotion and Tenure Committee to the director.
- iii. The committee shall evaluate tenure-track and tenured faculty members for tenure and promotion at the end of appropriate probationary periods and make recommendations accordingly consistent with Article VI, C.5. and C.6. of this code; shall make yearly recommendations identifying satisfactory or unsatisfactory progress of all non-tenured,

tenure-track faculty toward tenure; shall make recommendations in conference with the director for renewal or denial of reappointment of tenure-track faculty consistent with Article VI, C.6 of this code; shall conduct a comprehensive review and third-year reappointment of tenure-track faculty at the midpoint of the probationary period as identified in the *Manual*, E.14.1. and Article VI, C.6.vii. of this code; and shall provide comment for post-tenure review consistent with the *Manual*.

- iv. Promotion of CCA faculty shall be in accordance with Article III, Section II. of this code.

## 2. Faculty Effort and Distribution

- i. All faculty members shall assume responsibility for fulfilling their duties in areas of teaching, research, and service consistent with the mission of the University. In addition, each faculty member shares the obligation of implementing and advancing divisional and departmental goals and objectives.
- ii. Effort distributions may vary among individual faculty members in ways that reflect their distinctive contributions to the institutional mission.
- iii. Typically, tenured and tenure-track faculty, will have a distribution of 50% effort in teaching is associated with an academic year assignment of the equivalent of five 3-credit Type-A (or 15 credits) plus advising and other Type-B activities (for instance, but not limited to production supervision, production attendance, production meetings, capstone reviews, annual portfolio and progress reviews (see *Manual*).
- iv. Contract, continuing, and adjunct faculty will typically have a distribution of 100% in teaching, with an academic year assignment of up to the equivalent of eight 3-credit Type-A courses (or 24 faculty workload credits), depending on their percentage of employment.
- v. Typically, tenured and tenure-track faculty will also have a distribution of 35% effort expectation in research and scholarly/creative activity. A 35% effort distribution for research implies an expectation of sustained scholarly/creative activity and productivity (see definitions and expectations in Article VI, C. of this code).
- vi. Contract, continuing, and adjunct faculty may have a distribution of effort in research/creative activity, according to divisional and school goals. This research/creative activity should be directly connected with the faculty member's teaching focus, and normally will not exceed 15% of the overall effort distribution. An effort distribution for research/creative activity implies an expectation of sustained scholarly/creative activity and productivity (see definitions and expectations in Article VI, C. of this code).
- vii. Typically, tenured and tenure-track faculty will also have a distribution of 15% effort in service and outreach, best reflected in a balanced contribution of committees and activities within the discipline, the institution, the school, the division, and the community.
- viii. Contract, continuing, and adjunct faculty may have a distribution of effort in service/outreach/engagement, best reflected in a balanced contribution of committees and activities within the discipline, the institution, the school, the division, and the community. This service/outreach/engagement normally will not exceed 10 to 15% of the overall effort distribution.
- ix. Tenured, tenure-track, contract, continuing, and adjunct faculty may have a distribution of effort in administration, according to divisional and school goals. An administrative assignment may approach 75% to 80% of the overall effort distribution.
- x. Proposed changes in percentage expectations must be proposed to and agreed by each member of the division faculty in writing.



### 3. Faculty Conduct

All faculty and staff shall assume responsibility for conducting themselves in a professional manner.

### 4. Candidate Review and Faculty Selection Procedure

- i. The applicable division program head, in consultation with the director, shall appoint a search committee as detailed in Article VI, Section II.2.vi. of this code for new and vacated faculty positions.
- ii. The committee, in consultation with the eligible faculty, shall prepare and distribute a position announcement and solicit applications in accordance with extant procedures of the University.
- iii. The committee shall review candidates in accordance with extant procedures of the University. Normally, for tenure-track searches, all tenured and tenure-track faculty members, as permissible by legal ruling, are eligible to review files and participate in decisions to select semi-finalists and finalists for the position. In the event the assessment of a tenure-track applicant pool requires the specific expertise of a CCA faculty member, the committee may include CCA faculty members as appropriate, ex officio.
- iv. For CCA searches, all tenured, tenure-track, contract, and continuing faculty are eligible to review files and participate in decisions to select semi-finalists and finalists for the position.
- v. All tenured, tenure-track, contract, continuing, and adjunct faculty may participate or observe interviews.
- vi. Faculty members with apparent conflicts of interest with any aspect of the search shall recuse themselves from the process. Questions arising regarding apparent conflicts of interest will be addressed by the director, the dean of CLA, and/or the Office of Equal Opportunity, where applicable.
- vii. The committee shall recommend to the tenured and tenure-track faculty of the division, and to the director, who shall operate as a committee of the whole, a slate of semi-finalists or finalists for the position, as seems appropriate given the pool, time deadlines, the nature of the position, and other considerations.
- viii. The committee of the whole shall determine their choice for new tenure-track faculty and the director shall make that recommendation to the Colorado State University Board of Governors, with whom power for all personnel decisions rests.

### 5. Performance Expectations for Promotion, Tenure, and Merit Salary Increase

- i. Teaching and Advising
  1. To achieve tenure and/or promotion in rank, a faculty member must be a successful teacher and adviser.
    - a. Successful teaching involves a command of the material, skilled presentation and classroom management, and the ability to educate appropriately at all levels of the university (100-400 level classes). Teaching skills include, but are not limited to, logical organization of material, clear explanations, interesting and relevant examples, a lively and engaging delivery style, the ability to guide discussion to cover the material and accomplish learning objectives, answering questions clearly, integrating student comments into the point under discussion, encouraging student involvement in learning, being supportive of student efforts, and providing clear feedback on their performance and an unbiased evaluation of their work.
    - b. Successful advising is also integral to the divisions' education of its students. It involves thorough knowledge of policies, procedures, and

requirements; attention to detail; being available for students by appointment and during office hours as well as on occasion when they drop by; listening; providing guidance regarding courses, programs of study, and careers; encouraging them to make their own decisions, and leading them to accept responsibility.

- c. The current teaching load of a faculty member whose effort distribution is 50% teaching, 35% research or creative activity, 15% service, is the equivalent of five Type-A classes annually. Workload distribution may be adjusted to allow for more teaching or less research or creative activity as needed. CCA faculty members may have a teaching effort distribution of up to 100% teaching.

ii. Research and/or Creative Activity

1. Faculty members within the division with research/creative activity as a condition of employment are expected to conduct ongoing significant research and/or creative activity within their area of creative work at the level to which they were promoted to their current rank. Additionally, it is expected that faculty will continue participation in such organizations as USITT, TCG, ATHE, LDI, ACDA, NDEO, and other such national meetings and conferences. Awards and distinctions from the Kennedy Center American College Theatre Festival (KCACTF) and American College Dance Association (ACDA) will be counted as juried publications in a major national journal. Creative work produced at CSU will count as research/creative activity if it is 1) original choreography, 2) a world premiere production of a new play or translation or adaptation, or 3), a premiere of a significant rewrite of a new play or translation by its original author or translator.
  - a. Scholarly Research: The faculty shall demonstrate a sustained effort that results in consistent publications in various stages of development at any one time. Such research appears in established international, national, and regional journals and/or published by recognized publishing houses in the field, or other recognized, refereed outlets. This research may be supported by external funding, enhancing the reputation of the researcher as well as the school, division, and the University. The successful researcher must be capable of conducting self-directed research, demonstrate independent thought, intellectual growth and refinement, and make well-developed, articulate, and in-depth contributions as an individual author or collaborator. Scholarly work will be considered annually, in a one-year cycle.
  - b. Professional Creative Work (acting, directing, criticism, choreography, design, performance): The nature of that work shall be consistent with the level of work by other professionals in that field occurring at highly-visible venues or with highly-visible collaborators in the local and regional (assistant and associate professors), or national and international (full professors) arenas. Productions directed or designed at CSU do not normally count as professional creative activity but count as teaching (TH 400). For CSU productions to count as professional creative activity, such productions shall be premieres of new works, adaptations, translations. Professional creative work will be considered in a two-year cycle for associate professors and in a three-year cycle for full professors, although the annual assessment will indicate progress toward the cycle of creative work.

- c. Research Practitioner: A faculty member's "practice-led research" will be a blend of (a) and (b) (see Article VI, C. of this code). Particular emphasis is placed on how the research conclusions are disseminated and in what forum. Practice-led research will be considered in a two-year cycle for associate professors and in a three-year cycle for full professors, although the annual assessment will indicate progress toward the cycle of such work.

iii. Service/Outreach/Engagement

1. Successful service enhances the division, school, college, University, community, and our associations as well as the reputation of the individual, division, school, college, University, community, and the discipline. Successful service leads to the development of a network of contacts who can be called upon for assistance in such tasks as graduate committee membership and paper reviewing. Such service should be distributed so that contributions are made in all areas.
2. Faculty members with an effort distribution that includes service/outreach/engagement as condition of employment shall be evaluated according to the quantity and/or quality of service/outreach/engagement as related to the mission and goals of the Divisions of Theatre and Dance, SMTD, CLA, and the University. See Article VI, C. of this code regarding specific details regarding the assessment of faculty activity in service/outreach/engagement.

- iv. Engaged Scholarship. The majority of theatre and dance faculty members are engaged in activities that could be assessed in any of the three areas of effort distribution above or all three combined. Research and creative activity in theatre and dance regularly crosses over into the teaching or service areas. In many cases, this scholarship or creative activity provides the community and the public at large with solutions to issues and problems related to theatre and dance performance, design, stagecraft, choreography, play writing, history, and dramaturgy as well as the universal challenges related to diversity and inclusive excellence. In this regard, engaged scholarship is regarded as a vital element in many theatre and dance faculty advancement portfolios, and should be considered appropriately in the assessment of the portfolio, according to the focus of a specific faculty member.

- v. Annual Performance Review and Merit Salary Increase (Salary Exercise): For specific policies and procedures for the annual performance review, please refer to Article III, C. of this code.

6. Guidelines for Promotion and Tenure

i. General Policy

1. The *Manual*, C.2.5., requires that "the evaluation of faculty shall be based on qualitative and quantitative assessments of the faculty member's fulfillment of responsibilities to the university during the period of the evaluation" in each of the areas of professional responsibility. As stipulated in the *Manual*, C.2.5., "assessment of the quality of faculty performance requires careful and critical review, necessarily involving judgments, and should never be reduced to purely quantitative measures." The *Manual* also requires that "the criteria for evaluating the original or imaginative nature of research and other creative activities should be the generally accepted standards prevailing in the applicable discipline or

professional area" and that "reviews of performance must be based upon the faculty member's effort distribution in each of the areas of responsibility" (see the *Manual*, E.12.2, E.14., and E.9.).

2. All faculty members being recommended for tenure and/or promotion must demonstrate a level of excellence appropriate to the rank under consideration. Recommendation for tenure shall require clear evidence of effectiveness and promise of continuing growth in teaching and advising, contributions in scholarship/creative activity, and involvement and effectiveness in institutional and professional public service when there has been opportunity to serve. Tenure shall not be granted without a concurrent promotion to associate professor.
3. Recommendation for promotion to full professor, in addition to the criteria for the rank of associate professor, requires demonstration that the faculty member has matured in teaching, scholarship, or artistry and has achieved recognition among leaders in the profession following promotion to associate professor. This is normally demonstrated by sustained focus in the field. The divisional Promotion and Tenure Committee (see Article VI, C. of this code) will pay particular attention to the significance and quality of the candidates' teaching and research or artistry since appointment to the candidate's present rank.

ii. Standards for Tenure/Promotion Recommendations

1. These standards for tenure and promotion decisions in the Divisions of Theatre and Dance are based on the current guidelines for CLA.
2. They are consistent with the policies and procedures of the University, as set forth in the current *Manual*, E.12.
3. Assistant professors recommended for tenure are recommended for promotion to associate professor as well. Promotion may be granted without tenure, but tenure shall not be granted without promotion. Individuals recommended for tenure must be evaluated based upon a comprehensive review of annual evaluations and other evidence (peer and external referee review, reviews of their work in journals, newspapers, public documents, etc.).
4. In the case of persons joining the faculty at the ranks of associate or full professor but not given immediate tenure, the future decision about the granting of tenure shall be based on the guidelines for promotion to the rank occupied by those persons at the time of their recommendation for tenure, as well as on the additional considerations indicated above. An individual recommended for promotion to the rank of associate professor typically will have spent at least five years at the rank of assistant professor, and an individual recommended for promotion to the rank of full professor typically will have spent at least five years at the rank of associate professor. This does not preclude promotions after shorter periods of time in rank. (Time-in-rank carried over from a previous academic appointment at another comparable university will be assessed and valued at the time of appointment.)
5. Because teaching and advising effectiveness are vital to the mission of the divisions and school, they will weigh significantly in evaluations for tenure and for promotion to all ranks, typically constituting a substantial percentage of faculty workload evaluation. All candidates for tenure and/or promotion shall be assessed for their teaching and advising skills with special concern for command of the subject matter, willingness and availability to assist students, creation of an atmosphere that encourages and facilitates engaged learning and accommodating special circumstances, commitment, openness, and fairness. Evidence includes, but is not limited to, numerical tabulations of the standard university evaluation

forms and the written comment provided on the annual performance reviews.

Other evidence may include (but is not limited to) peer evaluations based on in-classroom observation of teaching, department- or division-specific evaluation tools, submission of syllabi and other course materials prepared by the faculty member, video recordings of classes in progress, introduction of new courses or innovative teaching techniques into existing courses, attendance at teaching workshops, student demand for courses taught by the faculty person, and accomplishments of students when these are related to instruction by the faculty member. Evidence of advising effectiveness includes student responses on the advising assessment form, student letters, or other documentation. Receipt of teaching or advising awards, unsolicited or solicited comments by alumni who have taken the faculty member's course(s), and reports from colleagues who have attended lectures or the readings of papers by that faculty member.

6. As befits a major research institution, scholarly and creative production is a central responsibility of the divisional faculty. This includes, but is not limited to, the production of original works that lead to dissemination in a way that will make the results of the activity accessible to scholars, media, and theatre and dance professionals, and/or the general public, and increase the "public perception" of the faculty member in the profession. Research refers to the kind of intellectual activity that normally leads to publication in academic journals or texts or other publication in specialized volumes and/or creative activity refers to the kind of intellectual activity normally engaged in by professional practitioners in the field and may include but not be limited to textbooks, media criticism, plays, productions, artistic pieces, performances, realized designs, choreographed works, directed works, special collections, or other exhibits related to the field.

Accomplishments in this area will weigh significantly in evaluations for tenure and/or promotion at all ranks. As work in this area usually constitutes a significant percentage of the faculty member's workload expectation, it will receive detailed and nuanced review. Peers must judge scholarly and creative work sufficient for promotion: external referees and Promotion and Tenure Committee members count equally in this assessment. No promotion to associate or full professor can be earned without substantial achievements in this area, as shown, for example, by refereed, juried national publications, scholarly or creative work on digital media, published evidence of significant impact on the faculty person's field (citations, reviews, etc.), comments by one's professional peers both within and outside the University, and other evidence as noted earlier. All research and creative activity, which is present in the dossier and relevant to the faculty member's professional interests, shall be evaluated as part of her/his record.

7. For promotion to associate professor, there must be evidence of sustained research or creative activity resulting in publications, performances, or exhibitions. The expected level of such performance shall include, but is not limited to: numerous refereed articles and/or book chapters or demonstrably comparable research or creative works; original artistic creations, collaborations, or authorships, performed or created, produced, or performed either regionally, nationally, or internationally; adaptations or modernizations of non-dramatic material (e.g., novels, poetry, musical compositions, montages, etc.) or other sources from the classical canon.
  - a. For faculty pursuing **scholarly research**, the authored articles and/or

book chapters must be completed and published or in press (i.e., accepted for publication without further external review or revision required) and should be supplemented by evidence of other research contributions that include accepted articles and/or book chapters, refereed convention papers, published book reviews, and participation in symposia or scholarly panels. Web-based material may be considered here. Grants, contracts, and fellowships are especially noteworthy, though they do not serve as substitutions for completed work.

- b. For faculty pursuing **professional creative work**, those works will be assessed on its own merits as well as with consideration of venue and collaborators with the significance and quality as above.
  - c. For faculty pursuing **research as practitioner**, the faculty's creative activity will be judged on the quality first and quantity second, of the creative work on its own merit, as well as the significance of the conclusions drawn and how and where those conclusions were presented and made accessible to scholars, media, theatre and dance professionals, and/or the general public.
  - d. Creative activity conducted at CSU must be pre-approved by the director as appropriate to count as professional research or creative activity.
8. For promotion to full professor, there must be evidence of sustained research or creative activity resulting in publications, performances, or exhibitions beyond that which resulted in the previous promotion. The expected level of such scholarly or creative performance is at least five substantial refereed articles and/or book chapters in the rank of associate professor or demonstrably comparable research or creative works. Promotion to full professor also ordinarily shall require successful completion of a large project with a regional, national, or international significance, such as the publication of an important book or of an additional set of substantial articles, or notable performance(s) or showing(s) of one's creative works. An assessment of the faculty member's collaborators is also normally an expected part of this assessment. Careful consideration shall be given to arguments for unusual quality of publications or breadth of creative works that fall below the above numerical guidelines.
  9. Participation in the organizations of one's profession and service to the discipline, University, community, state, nation, or world are important obligations of division faculty. In addition to the number of responsibilities of this type accepted by a faculty member, consideration also will be given to their diversity (e.g., the spread over several of the following: department, division, school, college, the University, community, and professional) and to their demands (e.g. fulfilling responsibilities beyond membership), and overall significance. Taken together, service components will also account for a significant percentage of a faculty member's overall evaluation for tenure and promotion. In all cases, criteria for the evaluation of such service should include willingness to serve, responsible fulfillment of duties, efforts to act in the best interests of the University or organization, and quality, significance and impact of the service.
    - a. In the divisions' merit evaluation procedures, professional service includes the following: active membership in scholarly and professional organizations; elected offices, committee membership, and special appointments in scholarly and professional organizations; addresses, panel participation, workshops, and related activities for academic or professional groups; editorships, editorial board memberships, editing tasks, manuscript refereeing or review work; attendance at workshops,

seminars, or courses; and consultation or other forms of professional outreach.

- b. Service contributions should also include service to the department, division, school, college, and the University, as well as service to the community. Such service includes committees, offices held, or special appointments or duties within the department, division, school, college, or the University.
- c. Service to the community may include outreach activities that are professionally related to, or expressly use, professional skills and/or information. It may also include other forms of service not directly related to professional advancement, such as contributions to civic, political, or religious organizations.

iii. Procedures for the Granting of Tenure.

1. The division program head shall initiate the process leading to a recommendation to the director for the granting or denial of tenure. The divisional Promotion and Tenure Committee shall review the activities of the faculty member of concern and shall vote by ballot to recommend tenure. If the vote is unanimous to recommend for tenure, the chair of the divisional Promotion and Tenure Committee shall so report and provide a document supporting the nomination to the director. The requirements are the same if the vote is unanimous to recommend denial of tenure. In the case of a split vote, the recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. As per the standards set forth in Robert's Rules of Order, it will be announced at all Promotion and Tenure Committee meetings that an abstention is neither a vote "for" nor "against" but will be counted the same as if the faculty member was not present for the vote. All faculty are encouraged to vote on all tenure and promotion matters for which they are eligible.
2. If they cannot be present to vote on the files in person, eligible faculty may still vote on all files in review by prior confidential memo or confidential e-mail ballot sent to the division program head. In this confidential memo or e-mail, the faculty may:
  - a. cast their vote
  - b. assign their proxy vote to any designated permanent faculty who will cast a vote on their behalf; or,
  - c. direct the division program head to cast their vote "with the majority."Note: If the faculty member wishes to assign a proxy, they may not contact the proxy faculty. They must make the designation to the division program head.
3. The director shall consider the recommendation of the divisional Promotion and Tenure Committee and then provide additional documentation as required to complete the entire dossier. Faculty will be evaluated on a comprehensive evaluation of all workload factors.
4. Divisional procedures are the same as the procedures set out in the *Manual*, E. 10, 11, and 12.

iv. Procedures for Promotion in Rank

1. As per the *Manual*, E.13.1, the faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The divisional Promotion and Tenure Committee or the SMTD Committee for CCA Promotion

shall nominate a faculty member for promotion in the same manner as specified for tenure consideration, above. The tenured faculty of higher rank than the faculty member under consideration shall vote by ballot to recommend promotion.

2. The divisional Promotion and Tenure Committee shall consist of faculty as detailed in Article VI, C. of this code. The SMTD Committee for CCA Promotion shall consist of faculty as detailed in Article III, B.4. of this code.
  3. Division and department procedures include those set out in the *Manual*, E.13.
- v. Procedures for Reappointment of Non-Tenured Faculty
1. All contract, continuing, and adjunct faculty shall be reviewed annually, per the *Manual*, C.2.5. and Article III, C.1. of this code.
  2. The reappointment status of contract, continuing or adjunct faculty is per the *Manual*, E.2, according to the appointment type.
  3. Faculty eligible for reappointment shall be notified in writing whether or not they will be recommended for reappointment for the following year.
  4. Reappointment is subject to the final approval of the Colorado State University Board of Governors.
- vi. Procedures for Annual Performance Review: Policies and procedures for annual performance reviews are found in Article III, C.1. of this code.
- vii. Procedures for Comprehensive Performance Reviews.
1. Comprehensive performance reviews of tenure-track faculty shall be conducted at the midpoint of the probationary period at CSU. These reviews are done in accordance with the *Manual*, E.14.1.
    - a. The division program head shall initiate the process by accessing copies of past evaluations and progress toward tenure reports and by soliciting a current vitae and a statement of goals and objectives in areas of teaching/advising, research, and service from the faculty member in their program to be reviewed and make it available for review.
    - b. The divisional Promotion and Tenure Committee shall meet and review the documents. The committee may request other information as necessary from either the faculty member or the director.
    - c. The chair of the divisional Promotion and Tenure Committee shall prepare a written report summarizing the discussion of the majority vote. Before submission, the report will be confidentially distributed to the members of the committee who will respond to the committee chair any changes or errors in the report. The approved report shall be forwarded to the director. The minority will elect a representative among them to report similarly the minority view which will be submitted to the Promotion and Tenure Committee chair who will forward a signed copy to the director. Copies of these reports as well as the director's recommendation shall be provided to the faculty member, dean, and provost/academic vice president. This report (along with any written comments) is the review.
  2. Phase I Comprehensive Post-Tenure Performance Review: Review shall be conducted for all tenured faculty at intervals of five years following the acquisition of tenure or if there are two unsatisfactory annual reviews within a five-year review period. These reviews shall be done in accordance with the *Manual*, E.14.2.



3. Phase II Comprehensive Performance Review: Review shall be initiated when the division program head determines that a tenured faculty member's performance was unsatisfactory in the Phase I review.
  - a. The Promotion and Tenure Committee with the same or higher rank shall serve as the peer review committee for the Phase II Comprehensive Performance Review.
  - b. Members of the committee have the responsibility to evaluate Phase II Comprehensive Performance in a fair and professional manner. In such instances where there is a question regarding perceived conflicts of interest or impartiality involving any member of the committee, the matter should be identified by the division program head and discussed for a resolution. In such instances where a consensus cannot be reached to resolve the conflict or the conflict cannot be managed through discussion, members of the committee other than the challenged committee member shall judge the challenged member's impartiality and shall decide by majority vote whether the challenged member may continue to sit on the review committee.
  - c. The criteria for review shall be the divisions' evaluation criteria consistent with those identified in Article VIII, H. (check this one) of this code.
  - d. The subject faculty member may submit materials in support of her or his case. In addition, the review committee shall obtain any other materials that it deems appropriate for a full and fair consideration of the case.
  - e. The review committee shall make a determination of which of the outcomes stated in the *Manual*, E.14.2.2., applies. For each outcome, the review committee shall provide the subject faculty member with a written summary of the review, and the faculty member may submit a written response within 30 days. Both the review and the response shall be forwarded to the director for further action as required.

viii. Faculty Grievance Procedure.

1. All faculty members shall have the right to protest to the division program head or the director any matter of concern. Both the faculty member and the division program head or the director shall make every attempt to resolve the difficulty.
2. If the matter is not resolved, then the faculty member or the director may resort to channels beyond the division and school for resolution. Grievances against administrative decisions are specified in the *Manual*, section K.

ix. Appeals of Academic and Disciplinary Decisions: The division follows the procedures in the *Manual*, I.7.

1. Academic Dishonesty: Faculty members or instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty (see xatalog for most recent Academic Integrity Policy at <http://www.catalog.colostate.edu/>)

7. Self-evaluations

Self-evaluations of divisional operations and the review of this code shall be conducted in accordance with the *Manual*, C.2.4.2.2.d.

8. Amendment to the Code

- i. Any eligible member of the division may offer an amendment to this code.
- ii. The proposed amendment shall be presented to the applicable division program head in writing at least two weeks before the divisional meeting at which its adoption is to be moved.
- iii. The applicable division program head shall then have the amendment reproduced, along with the text of that portion of the Code to be amended, and these shall be distributed to all department members eligible to vote on the amendment at least one week prior to the meeting.
- iv. Voting shall be by written, secret ballot, and a two-thirds vote of all eligible faculty members shall be required to carry the motion.
- v. As provided in the *Manual*, C.2.4.2.1.k., the division program heads will review the division code no less frequently than every five years.

## **IX. ARTICLE VII: DEPARTMENT OF MUSIC SUPPLEMENT**

### **A. SECTION I: Mission and Goals**

1. Mission:

In alignment with CSU's land-grant mission, the Department of Music at CSU prepares and inspires current and future music professionals, while cultivating, preserving, and expanding the musical arts for people of varied ages and abilities, in diverse local and global communities.

2. Goals:

- i. Goal 1: Advance the knowledge and application of music at the highest level of scholarly and artistic excellence through inclusive practices of discovery, dissemination, teaching, innovation, and preservation.
- ii. Goal 2: Maintain, develop, and expand programs of excellence and relevance by providing quality instruction, mentoring, and advising for a diverse population of students, including both majors and non-majors.
- iii. Goal 3: Educate and train future professionals in music and related fields to excel as inclusive, inspirational, and responsible communicators, artists, scholars, practitioners, and leaders.
- iv. Goal 4: Nurture and support excellent artistry and scholarship of all faculty and students.
- v. Goal 5: Serve the broader mission of the university by (1) contributing to its diverse cultural environment, and (2) facilitating faculty and student participation in the performing arts experience as a vital part of that environment in a way that promotes inclusivity.
- vi. Goal 6: In alignment with CSU's land-grant mission, provide leadership in music and related fields through scholarship, outreach, and engagement locally, regionally, nationally, and globally.
- vii. Goal 7: Foster an environment of common humanity, treating all individuals with respect, compassion, and kindness, and as an end unto themselves through our actions, words, curriculum, and outreach, both in public and in private.

**B. SECTION II: Departmental Governance**

1. Faculty Participation: Refer to the Article I.D. of this code.
2. Duties and Responsibilities of the Department Head: As per Article I, Section E.2 of this code, there shall be a department or division head for each semi-autonomous unit within SMTD to assist the director with academic, administrative, and artistic duties as outlined in Article I, E.1. of this code. Department heads shall be appointed by the dean of CLA and the director, upon consultation with and consent (majority vote) by the faculty of each unit.

The duties of the department head, similar to those of department chairs, shall include all of those specified by the director and the dean of CLA, including, but not limited to:

- i. Share with other faculty in the department the authority to execute department responsibilities.
  - ii. Consult with individual faculty, school/departmental committees, and/or the entire staff on those matters that affect the welfare of SMTD and will share with the faculty and staff before implementation of the strategies and initiatives that may be promoted.
  - iii. Keep the faculty informed of the ongoing state of the budget, calendar and production deadlines, scheduling, course load distributions, and all related matters of professional interest and concern.
  - iv. Develop an instructional schedule for each eligible faculty member, in consultation with that member, which not only assures maximum convenience and productivity in the member's execution of teaching, research, and service responsibilities but also takes into account the needs of students and any scheduling requirements of the University.
  - v. After reviewing confidential faculty annual activity reports, will provide copies of their reviews to the director, along with recommendations for approval in the ranking evaluation and merit award process.
  - vi. For the recruitment of new department faculty or staff, the director, in consultation with the department head, shall appoint a search committee comprised of three divisional faculty and/or staff or teaching staff to review candidates for new and vacated faculty positions in accordance with extant procedures of the University. For searches for tenure-track faculty, the chair of those search committees shall be a tenured or tenure-track faculty from the appropriate area of the department. Normally, search committees for faculty will be comprised of tenured or tenure-track faculty members.
  - vii. The department head shall call regular meetings of the faculty and staff in their discrete programs, solicit agenda items from the attendees and provide written notice and an agenda in advance.
3. Department Committees
    - i. The Music Advisory Committee is comprised of the department head, two faculty members selected by the department head, three faculty members who hold tenure-track appointments, and one faculty member holding a contract or continuing appointment. The four faculty members are elected by majority vote of all regular faculty members at the last faculty meeting of spring semester for a one-year term served during the next academic year. The Music Advisory Committee shall be an advisory body to the department head on all substantive matters of personnel, administration, academics, and budget. The committee shall meet at least once per months during the fall and spring semesters. It shall be responsible to conduct department/program self-evaluations and accreditation evaluations; and shall serve in grievance procedures as specified in Article VII, Section VI. of this code.
    - ii. The Music Promotion and Tenure Committee shall be comprised of all eligible tenured

music faculty members in the Department of Music (see Article I, D. of this code). They also shall monitor the progress being made by untenured tenure-track faculty. The Music Promotion and Tenure Committee shall be formed and operate in accordance with University and college guidelines.

- iii. For information related to the committee for the promotion and review of CCA faculty, refer to Article III of this code.
- iv. The department head will make annual appointments to serve on committees as needed. The department head may designate administrative appointees as ex officio, nonvoting members of these committees.
- v. The department head may appoint applied coordinators, academic coordinators, and ensemble directors. The alignment of new areas will be decided by majority faculty vote.

### **C. SECTION III: Graduate Faculty, Advisors, and Graduate Committee**

All faculty of the department who meet the following criteria are eligible to serve as graduate faculty.

1. Minimum rank of assistant professor or senior instructor is required. Exceptions may be made with the approval of the department head and the Graduate Committee in the cases where students are studying with an applied teacher not at this level, and the applied area is a vital part of the graduate work.
2. All members of the graduate faculty are expected to actively recruit graduate students and meet and correspond on their own initiative with prospective graduate students.
3. A designee of the department head shall serve as administrative coordinator of all graduate activities regarding contact, admissions, overseeing standards of policies and procedures, and graduate teaching assistant appointments.
4. Each year, the department head shall appoint a graduate committee with its own chair. Their responsibility is to address recruitment, recommend graduate teaching assistant appointments and scholarships, review graduate study policies and procedures, and consider other graduate student concerns.
5. The graduate committee chair and the department head's designee will recommend scholarship awards, graduate teaching assistant awards, and other types of departmental financial support for graduate students to the department head for final approval.

### **D. SECTION IV: Faculty Evaluations**

1. It shall be the responsibility of the director and the department head to conduct an annual evaluation of all faculty members (under college guidelines). Evaluations shall be based on the quality and quantity of performance in fulfilling the faculty member's responsibilities to the department during the period of evaluation. The general criteria of evaluation shall include teaching effectiveness, research/creative activity, and service. All tenure-track and adjunct faculty shall grant to the director and the department head online access to their course survey results as well as provide syllabi for each class taught during the audit period. Faculty shall be responsible for keeping their curriculum vitae and annual activity report current.
2. The Promotion and Tenure Committee shall submit annual summaries to the director and the department head online of their findings on the progress being made by faculty moving toward tenure in accordance with University and college guidelines. There will be a comprehensive mid-

point review of probationary faculty as mandated in the *Manual*, E.10.4.1.

3. The director and/or department head shall write an evaluation based on all of the above materials, as well as materials specified in Article III, C. of this code. Procedures and forms for written evaluations are specified by University and college guidelines. After providing faculty with their annual evaluation, the director and/or the department head shall provide an opportunity for an annual conference with each member of the departmental faculty. The faculty member shall be fully advised concerning the methods and criteria used in the evaluation, the results of the evaluation, and how the results shall be utilized. The final evaluation shall be signed by the department director and/or the department head and the faculty member. The faculty member shall receive a copy of this evaluation.
4. Should any grievances arise between a faculty member and the director and/or the department head with regard to the evaluation of performance, the faculty member, as a part of Step I in the University grievance procedure, may request review by the department Grievance Committee (see Article VII, . of this code), which shall grant the person a hearing and make a subsequent written review of its findings to the director and the concerned faculty member.
5. For matters still unresolved, see the *Manual*, K and Section VI of this code.
6. The department will conduct comprehensive post-tenure performance reviews every five years in accordance with the *Manual*, E.14.3. A request for an in-depth review may be initiated by the director or a faculty member after one, two, three, or four years within the five-year post-tenure review interval.

#### **E. SECTION V: Selection and Appointment of New Faculty**

In the event of a vacancy or the availability of additional faculty positions, or the replacement of vacated faculty positions, the following steps shall be taken:

1. Prior to discussions with the dean of CLA and the commencement of a search, faculty shall meet to make recommendations to the director as to priorities for and nature of the appointment.
2. The director shall appoint an appropriate search committee to review candidates. Confidentiality of the search process and access to application dossiers are governed by University policy. The search committee shall screen candidates and submit its recommendations to the director.
3. The description of the position shall be made by the director and the search committee after appropriate faculty recommendations.
4. Having received all required permissions through the dean of CLA, the director shall invite an appropriate number of candidates to campus for interviews and presentations.
5. The search committee shall invite input from the faculty before submitting its hiring recommendations to the director.
6. The governing board has exclusive power over all personnel decisions, and their authority has been delegated to the president and/or the provost.

## **F. SECTION VI: Grievance Procedures for Students and Faculty**

The grievance procedures for faculty and students shall be as follows:

1. For faculty the following procedure is provided which interfaces with the University procedure as needed (records of grievances shall not become part of faculty members' cumulative records):
  - i. the faculty member may request a conference with the area coordinator;
  - ii. the faculty member may request a conference with the director and/or the department head which may include other concerned parties;
  - iii. if the grievance is not resolved in this conference, the faculty member may request a hearing before the Music Advisory Committee;
  - iv. any further action shall be in accord with the guidelines of the Manual of Colorado State University.
2. For student grievances the procedures specified in the *Manual*, I.7 of shall be followed in all cases.

## **G. SECTION VII: Promotion and Tenure**

1. Acting on matters of tenure and promotion is one of the faculty's most important professional responsibilities. New faculty should be advised that the Music Promotion and Tenure Committee, composed of all tenured members, and the SMTD Committee for CCA Promotion Committee<sup>1</sup>, must function within the University Code and all current college and University guidelines. Furthermore, tenure and promotion standards are seen as necessitating both quantitative and qualitative judgments in their application to individual faculty. It is recommended that faculty moving toward application for tenure and/or promotion or promotion acquaint themselves with the aforementioned documents, examine their yearly reviews, and confer with both the director and/or the department head and tenured faculty for guidance.

The process involved in tenure and/or promotion, after application has been made and supported, is as follows: the Music Promotion and Tenure Committee or SMTD Committee for CCA Promotion considers and recommends; the director reviews the faculty recommendation and makes a recommendation to the dean of CLA; and the dean, in turn, makes a recommendation to the academic vice president of the University, who makes a recommendation to the president, who makes a recommendation to the governing board who makes the final decision.

2. Tenure and Promotion to Associate Professor (Tenure-Track Faculty)
  - i. The following guidelines are based on the assumption that in cases involving tenure-track faculty, tenure and promotion to the rank of associate professor are linked, and the University Code's requirement that promotion to full professor is recommended by a committee composed of the full professors in the Department of Music.
  - ii. The Promotion and Tenure Committee's Review of Annual Faculty Activity Reports:
    1. The department's Promotion and Tenure Committee shall annually review the faculty activity reports and other materials submitted in accordance with Article III, C.1.iv. of this code for tenure-track faculty who have not yet come up for tenure.

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<sup>1</sup> SMTD Committee for CCA Promotion membership as per Article III, Section II.4.ii. of this code.

2. The department committee shall forward a summary of comments made in discussion (without attribution), review progress on the basis of categories from the report and other materials such as a hire letter and statements of job expectations from the director and give a record of the vote taken on "progress being made" to the director. These comments should be forwarded to the faculty member along with the director's confidential evaluation.
  3. The director's annual review shall also discuss the faculty member's teaching, service, and research/creative activity; articulate goals; and set evaluative criteria. It is expected that any changes in assignments or percentages of effort for yearly audits be discussed with the director in the optional conference provided for in the annual review and forwarded for discussion to the department's Promotion and Tenure Committee.
  4. The department committee's progress reports shall be reviewed annually for probationary faculty and candidates coming up for tenure and promotion.
  5. The department committee shall require reports of the candidate's teaching from up to three peer reviewers/mentors. Peer reviewers and mentors are assigned by the chair of the department's Promotion and Tenure Committee at the beginning of each fall semester. The candidate shall be visited at least once a year (in the fall) by each of at least two of the reviewers. If deemed necessary, a follow-up visit may be made during the spring semester. The candidate shall meet with the reviewers and also receive copies of the reports made by the reviewers, which are sent to the committee.
  6. At the time that probationary faculty are considered for tenure, proper application must be made and there shall be a meeting of the department's Promotion and Tenure Committee at which the candidate shall present the application and answer questions on application materials.
3. Promotion Procedures (Non-Tenure-Track Faculty)
- i. The SMTD Committee for CCA Promotion shall review all applications for promotion submitted by CCA faculty. These materials shall include materials as articulated in Article VII, G.1. and Article III, B.4.ii. of this code.
  - ii. The committee shall forward a summary of comments made in discussion (without attribution), review the application on the basis of categories from the report and other materials such as a hire letter and statements of job expectations from the director, and give a record of the vote taken on the consideration for promotion.
  - iii. The director's review shall also discuss the faculty member's teaching, service, and research/creative activity; articulate goals; and set evaluative criteria. It is expected that any changes in assignments or percentages of effort for yearly audits be discussed with the director in the optional conference provided for in the annual review and forwarded for discussion to the department's Promotion and Tenure Committee.
  - iv. The director shall submit a copy of the confidential review of the promotion application, along with the committee's report and vote tally, to the dean of CLA for consideration.
  - v. The dean, in turn, makes a recommendation to the academic vice president of the University, who makes a recommendation to the president, who makes a recommendation to the governing board, who makes the final decision.
4. Tenure and Promotion Procedures
- i. The committee for tenure and promotion for the music faculty shall be composed of the eligible music faculty in the Department of Music and SMTD as referred to in Section VII, A and in Article III, Section II.D.2. of this code.
  - ii. The granting or denial of tenure shall require recommendations by a majority vote of the

- eligible faculty, who shall be convened by the director at the appropriate time.
- iii. After these recommendations are received from the tenured faculty, the director or the academic vice president of the University shall reverse a recommendation only for compelling reasons which shall be stated in writing to the faculty member and the recommending body.

5. Guidelines for the Evaluation of Candidates for Tenure and Promotion

- i. Research/Creative Activity: This may include any of a wide variety of activities depending upon the field of specialization and teaching assignment of the faculty member. Quality and quantity of an applicant's work, impact on the professional field, and a record of sustained activities over the period of evaluation are all equally important in evaluating an applicant's performance in research and creative activities. It is expected that faculty members with research/creative activity as a condition of employment shall pursue original research/creative activities appropriate to their field of specialization and shall achieve significant recognition among their peers.

It is understood that a faculty member in any particular area is not limited to research activities listed in that area. It is recognized that the department's faculty members participate in a wide variety of research/creative activities: they perform, write, edit, compose, publish, consult, and record, to name a few. Such breadth of activity is strongly encouraged; however, the focus of each faculty member's efforts should be directed toward those activities that are in the area of their primary teaching responsibility and expertise. Evidence to be considered in the evaluation of research/creative activities shall be examined according to the record of continuing and cumulative productivity. Such evidence may include (in no hierarchic order):

1. for the teacher of performance:
  - a. significant public performance evaluated on the quality and nature of the venue, location, nature of the audience, quality of performance, and critical reviews. Such public performance might include recitals and concerts as a soloist or in chamber ensembles, membership or guest performances in large professional ensembles;
  - b. presentations at workshops, seminars, conferences, and contributions to professional journals;
  - c. critical reviews;
  - d. grants, awards, fellowships; and
  - e. commercial quality recording with national distribution.
2. for the conductor:
  - a. guest engagements, clinics, workshops, festivals;
  - b. presentation of performances or papers for professional societies;
  - c. scholarly publications such as articles, editions, and arrangements;
  - d. critical reviews; and
  - e. grants, awards, and fellowships.
3. for the teacher of music theory, musicology, and/or composition:
  - a. commissions, performances, or publication of compositions or arrangements;
  - b. publication of books, peer-reviewed research articles, reviews, chapters of books, or monographs;
  - c. recordings;
  - d. presenting papers, speaking or participating on panels in meetings of professional societies;
  - e. critical reviews; and



- f. grants, awards, and fellowships.
- 4. for the teacher of music education, and music therapy:
  - a. publication as the author, co-author, editor, or translator of books, chapters in books, peer-reviewed articles, reviews, monographs, or scholarly editions;
  - b. presenting papers, speaking, or participating on panels in meetings of professional associations;
  - c. appearances as a guest lecturer or seminar leader on other campuses or pre-college schools;
  - d. critical reviews; and
  - e. grants, awards, and fellowships.
- 5. for the artistic director:
  - a. guest engagements, clinics, workshops, festivals;
  - b. presentation of performances or papers for professional societies;
  - c. scholarly publications such as articles, editions, and arrangements;
  - d. critical reviews; and
  - e. grants, awards, and fellowships
- 6. for the teacher of music industries:
  - a. publication as the author, co-author, editor, chapters in books, peer-reviewed articles, reviews, monographs, op-eds in reputable media outlets
  - b. presenting papers, speaking, or participating on panels in meetings of professional associations
  - c. invited expert/interviewee appearances in regional, national, international media outlets
  - d. appearances as a guest lecturer or seminar leader on other campuses or pre-college schools;
  - e. funded and submitted research projects  
grants, awards, and fellowships related to non-profit, civic, or governmental organizations at the regional, state or national level and;
  - f. Advanced record of engaged scholarship.

ii. Teaching/Advising Effectiveness: It is understood that all considerations for tenure and/or promotion involve evidence of teaching effectiveness and take into consideration special achievements in this area. Evaluations are based on such evidence as peer visitations, yearly student evaluations, outside teaching invitations, workshops, teaching portfolios and self-evaluations, student achievements, and other valid information. Annual visitations are mandatory for untenured and CCA faculty and, at minimum, triennial visitations are required for tenured faculty.

1. Evidence to be considered in the evaluation of teaching activities shall be examined according to the record of continuing and cumulative productivity. Such evidence may include, as per the *Manual*, E.12.1, (in no hierarchic order): course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees.

2. Advising: An important part of the faculty's teaching responsibility is advising when so assigned. All faculty members are expected to track student progress and make themselves available for consultation on a regular basis, as well as for special circumstances. Advising is a part of both annual audits and a faculty member's dossier.
    3. Recruiting: Successful recruiting as evidenced by the quality and quantity of students entering and being retained in the applicant's area of work is an important consideration for the evaluation of teacher effectiveness.
  - iii. Service/Outreach/Engagement: Yearly evaluations/audits showing university, community, regional and national professional service shall be considered as well as special evidence of unusual achievements in this area. Evidence to be considered in the evaluation of service activities shall be examined according to the record of continuing and cumulative productivity.
6. Criteria for Promotion for Tenure Track-Faculty
- i. Promotion to full professor:
    1. possess earned doctorate or accepted terminal degree or equivalent established professional record and reputation;
    2. evidence of effective teaching and national and international peer recognition of special contributions and achievements in teaching;
    3. evidence of effective service and national peer recognition of special contributions and achievements in service; and
    4. recognized research or artistic contributions to the profession on national and international level of recognition, with major achievements in quality and impact of projects beyond the level of promotion to associate professor.
  - ii. Promotion to associate professor:
    1. possess earned doctorate or accepted terminal degree or equivalent established professional record and reputation;
    2. evidence of effective teaching and national recognition of special contributions and achievements in teaching;
    3. evidence of effective service and recognition of special contributions and achievements in service; and
    4. recognized research or artistic contributions to the profession on national level of recognition and impact on the professional field.
7. Criteria for Promotion for Non Tenure-Track Faculty: See APPENDIX I of this code.
8. Guidelines for External Evaluation of Research/Creative Activities: The quality of research/creative activity outside the classroom is best judged by those experts in the field who are familiar with the mission and goals of the program, and the faculty member's assigned responsibilities. Expert opinion shall be solicited from outside the department. The following considerations and procedures apply to such outside reviews used as evidence of quality.
- i. The director shall supply the candidate, the department's Promotion and Tenure Committee, and the outside evaluators with a clear statement of the candidate's responsibilities during the period in question.
  - ii. Outside evaluators shall be apprised of the mission, goals, and nature of the program as well as the evaluation criteria of the department. It shall be stressed that artistic creation and scholarly research are seen as equivalent modes of intellectual activity at this university, depending on work area.
  - iii. The department's Promotion and Tenure Committee shall select a minimum of five independent peer reviewers from the applicant's professional field. The reviewers shall

have no conflict of interest with the applicant. College guidelines and form letters shall be used to solicit evaluations by the director. Materials must be sent out by June 15 with a deadline for reviewers of Aug. 15, at which time all materials must be in the candidate's dossier.

- iv. The candidate shall assemble the materials for outside review and submit them with the appropriate number of copies to the director by May 15. These materials should include a current CV and/or resume and thorough documentation of the candidate's record of creative activity during the period in question, including recordings, books, scores, lists of performances, designs, photographs, media links, and videos. The materials are to be organized following standard guidelines and format of the College Manual of Policies and Procedures.
- v. All members of the Promotion and Tenure Committee shall have access to review these materials prepared by the candidate prior to the outside evaluations.

#### **H. SECTION VIII: Procedures Relating to Review Article II of the Code**

1. Revisions of the Code: An amendment to the departmental code may be proposed by any faculty member by giving written notice to the Music Advisory Committee. Such amendments will then be circulated among members of the department prior to the meeting in which it will be voted upon. Amendment materials must be available to all faculty members at least seven workdays prior to the faculty meeting, not including the day of the meeting. Voting on amendments shall be by secret ballot and must be passed by a two-thirds majority of the eligible faculty. Subsequently, the approval of the dean of CLA shall make such amendments part of the code.
2. Periodic Review of the Code: As part of the periodic self-study, the director shall initiate a review of the departmental code. After seven working days notice by the director, the eligible faculty (as defined by the University and school codes) shall meet to review the code. Voting on changes shall be by secret ballot and passed by a two-thirds majority vote of the eligible faculty. The approval of the dean of CLA and provost shall make such changes a part of the code.

### **X. Appendix I: Promotion Criteria for Contract, Continuing, Adjunct (CCA) Faculty**

**TRACKS/RANKS:** The chart below describes SMTD's view of the two tracks (instructor and professor) and the qualifications for the various ranks, as applied to CCA faculty. In accordance with the *Manual*, E.13, the ranks are aligned as follows:

Instructor	
Senior Instructor	Assistant Professor
Master Instructor	Associate Professor
	Professor

<b>Instructor</b> <ul style="list-style-type: none"> <li>• Minimum requirement of a master's degree (or professional equivalent)</li> <li>• Primary responsibility will be that of teaching, which may include developing course work, teaching online and/or on-campus, grading course work, supervising and evaluating GTAs assigned as graders, co-instructors, and</li> </ul>	
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<p>recitation instructors</p> <ul style="list-style-type: none"> <li>• Role may include outreach/engagement to communities and partners beyond the university that draws on the individual's expertise</li> <li>• Limited service responsibilities, particularly within the beginning years. Any service responsibilities will normally be at the department and college levels</li> <li>• May include administrative responsibilities</li> </ul>	
<p><b>Senior Instructor</b></p> <ul style="list-style-type: none"> <li>• Minimum requirement of a master's degree (or professional equivalent)</li> <li>• Minimum five years of experience as an instructor (or equivalent)</li> <li>• Consistent record of excellence in teaching activities</li> <li>• Evidence of professional development</li> <li>• A demonstrated commitment to outreach/engagement to communities and partners beyond the department that draws on the individual's expertise</li> <li>• A demonstrated commitment to service at the department and college levels</li> <li>• May include administrative responsibilities</li> </ul>	<p><b>Assistant Professor</b></p> <ul style="list-style-type: none"> <li>• Minimum requirement of a terminal degree and/or professional equivalent.</li> <li>• Responsibilities in teaching and/or research and creative/professional work, as determined by effort allocation.</li> <li>• Evidence of professional development</li> <li>• Role may include outreach/engagement to communities and partners beyond the university that draws on the individual's expertise</li> <li>• Limited service responsibilities, with any service responsibilities normally being at the department and college levels</li> <li>• May include administrative responsibilities</li> </ul>

<p><b>Master Instructor</b></p> <ul style="list-style-type: none"> <li>• Minimum requirement of a master's degree (or professional equivalent)</li> <li>• Minimum five years of experience as senior instructor (or equivalent)</li> <li>• Demonstrates sustained excellence in teaching activities</li> <li>• Demonstrates innovation in teaching</li> <li>• Demonstrates leadership in teaching</li> <li>• Increased record of professional development</li> <li>• Demonstrates leadership in outreach/engagement to communities and partners beyond the department that draws on the individual's expertise</li> <li>• Demonstrates leadership in service at the department, college, and University levels</li> <li>• May include administrative responsibilities</li> </ul>	<p><b>Associate Professor</b></p> <ul style="list-style-type: none"> <li>• Minimum requirement of a terminal degree and/or professional equivalent.</li> <li>• Minimum five years as an assistant professor (or equivalent)</li> <li>• Consistent record of excellence in teaching and/or research activities</li> <li>• Evidence of professional development</li> <li>• A demonstrated commitment to outreach/engagement to communities and partners beyond the department that draws on the individual's expertise</li> <li>• A demonstrated commitment to service at the department, college, and university levels</li> <li>• Demonstrates leadership in service at the department, college, and University levels</li> <li>• May include administrative responsibilities</li> </ul>
	<p><b>Professor</b></p> <ul style="list-style-type: none"> <li>• Minimum requirement of a terminal degree and/or professional equivalent</li> <li>• Minimum five years of experience as associate professor (or equivalent)</li> <li>• Demonstrates sustained excellence in teaching and research activities. All faculty at the professor rank are expected to contribute to scholarship, regardless of effort allocation</li> <li>• Demonstrates leadership in teaching and research activities</li> <li>• Demonstrates innovation in teaching and scholarship</li> <li>• Demonstrates leadership in outreach/engagement to communities and partners beyond the department that draws on the individual's expertise</li> <li>• External recognition of contribution to teaching, research, and outreach, as relevant to appointment</li> <li>• Demonstrates leadership in service at the department, college, and University levels</li> <li>• May include administrative responsibilities</li> </ul>

## **XI. Appendix II: Assessment Criteria for Performance and Promotion Reviews**

### **A. Performance Review**

As per the Faculty Manual, E.14., all faculty members are subject to performance reviews, including annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. As per the SMTD Code (2019), all faculty members are reviewed according to their respective distribution of effort in the following areas: teaching/advising; research/creative activity; and service/outreach/engagement; and/or if applicable, administration (SMTD Code 2019, Article III.C.1). As per code, performance reviews are completed by the director in consultation with the program heads of the Department of Music and the Divisions of Theatre and Dance, with the Executive Committee serving as an advisory body for annual evaluations (SMTD Code 2019, Article III.E.3).

### **B. Promotion Review**

As per the Faculty Manual E.12, all faculty members being considered for tenure and/or promotion must demonstrate a level of excellence appropriate to the rank under consideration and consistent with the standards of their discipline, their unit's institutional mission, and the faculty member's individual effort distribution in teaching and advising, research and other creative activity, and service. Outreach/engagement efforts may be integrated into the faculty member's teaching, research, and/or service responsibilities.

Faculty members are reviewed by the appropriate promotion and tenure committees as outlined in the STMD Code 2019, Article III.B as well as Article VI.C and Articles VII.D and VII.G. The applicable promotion and tenure committee reviews the candidate's portfolio in accordance with criteria set in the Faculty Manual E.12 and in the SMTD Code (including this appendix), according to the specific discipline and distribution of effort of the faculty member.

### **C. Tenure Reviews**

As per the Faculty Manual E.12, all faculty members being considered for tenure must demonstrate a level of excellence appropriate to the rank under consideration and consistent with the standards of their discipline, their unit's institutional mission, and the faculty member's individual effort distribution in teaching and advising, research and other creative activity, and service.

Outreach/engagement efforts may be integrated into the faculty member's teaching, research, and/or service responsibilities. Faculty members are reviewed by the appropriate promotion and tenure committees as outlined in the STMD Code 2019, Article III.B as well as Article VI.C and Articles VII.D and VII.G. The applicable promotion and tenure committee reviews the candidate's portfolio in accordance with criteria set in the Faculty Manual E.12 and in the SMTD Code (including this appendix), according to the specific discipline and distribution of effort of the faculty member.

### **D. Specific Criteria for Evaluation**

The criteria found in this appendix are not intended to be exhaustive, but rather to form a basis for an objective and thorough assessment of all areas of effort distribution. The categories Superior, Exceeds Expectations, Meets Expectations, Below Expectations, and Unsatisfactory are used to provide a rubric for the director, program heads, and the Executive Committee specifically

for the annual evaluation process. For progress toward tenure and promotion reviews, the appropriate promotion and tenure committees should use these annual reviews as one potential measure of effectiveness within a given area of distribution of effort, but should also measure the overall trajectory of the candidate over time.

### **E. Criteria for the Assessment of Excellence in Teaching**

The evaluation of teaching and advising is based on guidelines provided in the Faculty Manual, as it relates to the multiple modes of instructional delivery found within SMTD.

1. Meets Expectations
  - i. Consistently meets all guidelines set out in the Faculty Manual (E. 5.2 and E.5.3).
  - ii. Properly prepares students for both current and future related courses and experiences.
  - iii. Is aware of and takes steps to actively foster productive and supportive classroom climate(s).
  - iv. Demonstrated effort to recruit and retain students if related to teaching assignment.
  - v. Advises/mentors students as assigned, if applicable.
  - vi. Attends and assesses student recitals and previews, juries, qualifying interviews, field experiences, practica, theatrical performances, dance performances, if applicable.
  - vii. Serves on graduate comprehensive exam committees, if applicable.
2. Exceeds Expectations: Meets all guidelines set out above to meet expectations, and two or more of the following:
  - i. Shows evidence of a commitment to continuous improvement as a teacher and/or advisor. Such evidence may include active participation in professional development related to teaching and pedagogy, e.g., TILT workshops, masterclasses with professionals in one's field, coursework towards advanced degrees related to teaching and pedagogy, utilization of inclusive pedagogy, etc.
  - ii. Shows evidence of innovation in teaching methods, materials, and/or the use of technology, if applicable.
  - iii. Shows evidence of accomplishments of one or more students as a direct result of the faculty member's teaching and/or mentoring at local levels.
  - iv. Shows evidence of invitations for teaching at local and/or regional workshops, master classes, etc.
  - v. Chairs graduate comprehensive exam committees.
  - vi. Advises honors theses or other undergraduate theses/capstone projects.
  - vii. Shows evidence of engaged scholarship activity at local and regional levels.
3. Superior: Meets guidelines set out above to meet and exceed expectations, and two or more of the following:
  - i. Shows evidence of local, regional, national, and/or international recognition of teaching.
  - ii. Contributes significantly to the development of curriculum and/or teaching best practices in the area of expertise throughout the department and/or school. Shows evidence of outstanding accomplishments of one or more students as a direct result of the faculty member's teaching and/or mentoring at regional and/or national levels.
  - iii. Shows evidence of invitations for teaching at national and/or international workshops, master classes, etc.
  - iv. Shows evidence of significant effort in advising/mentoring/graduate committee work, e.g., multiple graduate committees in a given semester, multiple honors theses, multiple undergraduate theses or capstone projects.
  - v. Shows evidence of engaged scholarship activity at national and international levels.

4. Below Expectations: Fails to meet one or more guidelines set out in the Faculty Manual (E.5.2 and E.5.3).
5. Unacceptable
  - i. Consistently fails to meet multiple guidelines set out in the Faculty Manual (E. 5.2 and E.5.3).
  - ii. Consistently fails to notify the Director of absence from campus.
  - iii. Fails to arrange for sufficient coverage of courses during absences.

#### **F. Portfolio Contents for Excellence in Teaching**

1. Teaching Narrative: The teaching narrative should reflect on the candidate's teaching philosophy as well as the overall trajectory as a teacher during the review period. For promotion, this includes the past five years of teaching. For Annual review, this includes the most recent calendar year. The narrative should include an analysis of past goals and also set goals for the future. The narrative could also include a description of innovative modes of delivery of materials or other innovative methods used. The narrative should also include advising and mentoring activities. (Please limit narratives to 3 pages, 11-point, Times New Roman).
2. Course syllabi and other course materials, e.g., studio handbooks, specific class assignments, etc.
3. Examples of course improvements and innovations: course materials, handouts, revisions, etc.;
4. Development of new courses (if applicable) and teaching techniques;
5. Integration of service learning, community engagement, engaged scholarship;
6. Signed peer observations (at least one per year for annual review; minimum of two for promotions);
7. Course Surveys: provide brief commentary about how course surveys have been used to reinforce or re-examine teaching;
8. Letters, email messages, and/or other form of written comments from current and/or former;
9. If applicable, evidence of recruitment activities and results;
10. Letters of invitation or other evidence of guest teaching, e.g., master classes, clinics, etc.;
11. Other evidence related to teaching, e.g., links to teaching videos, interviews, or profiles in local, regional, or national media, evidence of research/creative activity if research/creative activity demonstrates professional mastery of skills taught in assigned classes, etc.

#### **G. Criteria for the Assessment of Service**

The evaluation of service is based on guidelines provided in the [Faculty Manual, E.12.3](#) as it relates timely and effective participation in departmental, college, and university service activities related to academic and artistic matters as well as professional service as evaluated through the amount and quality of participation which contributes to the long-term improvement of teaching, scholarship/creative activity, and the profession. The expectation of the quantity and quality of service is also related to the percentage of service within the faculty member's distribution of effort. Additional information regarding assessment of service is found in other sections of the SMTD Code 2019 (Article III.C.1, Article VI.C.2, and Article VII.G.5.iii).

1. Meets Expectations

Participate in shared governance as appropriate to appointment type and rank. As per the Faculty



Manual, E.12.3.1, senior faculty members should undertake greater service roles based upon their experience, but junior faculty members should be encouraged to participate in these activities to contribute new perspectives, develop expertise, and further the mission of the University. The minimum level of participation is therefore:

- i. Attend faculty meetings/retreats (Divisional, Departmental, School, College, Interdisciplinary) appropriate to rank, appointment type, and area of specialization. For example, a theatre faculty member is responsible to attend Theatre Division and SMTD meetings as scheduled as well as the CLA faculty meeting each semester; a voice faculty member is responsible for attending not only departmental, school and college meetings, but also all voice area faculty meetings, etc.;
- ii. Attend graduation ceremonies as appropriate to rank, appointment type and area of specialization. The minimum expectation is to attend at least one graduation ceremony per year at the College level;
- iii. Participate in applicable Tenure and/or Promotion Committee(s) if appropriate to rank and appointment type. This includes serving as faculty mentors and peer reviewers when called upon;
- iv. Engage as a visibly supportive colleague and positive role model to students, e.g., attend of student and faculty performances, faculty lectures, development events, alumni events, and other events sponsored by SMTD, CLA and/or CSU;
- v. Attend and participate in recruitment activities as appropriate to rank, appointment type, and area of specialization. Examples: recruiting fairs, music education entrance interviews, theatre design portfolio reviews, dance auditions, music auditions, theatre scholarship auditions, high school visits, etc., noting that in some areas of specialization (applied music for example), these activities are considered primarily in the evaluation of excellence in teaching;
- vi. Serve on at least one departmental, divisional, college, or university standing or ad-hoc committee upon consultation with the applicable program head, and according to the availability of openings on committee rosters. Should all available committee rosters be filled, provide a similar level of service to the division, department or college upon consultation with the applicable program head.

## 2. Exceeds Expectations

- i. Attend faculty meetings/retreats (Divisional, Departmental, School, College, Interdisciplinary) appropriate to rank, appointment type, and area of specialization. For example, a theatre faculty member is responsible to attend Theatre Division and SMTD meetings as scheduled as well as the CLA faculty meeting each semester; a voice faculty member is responsible for attending not only departmental, school and college meetings, but also all voice area faculty meetings, etc.;
- ii. Attend faculty meetings/retreats (Divisional, Departmental, School, College, Interdisciplinary) appropriate to rank, appointment type, and area of specialization. For example, a theatre faculty member is responsible to attend Theatre Division and SMTD meetings as scheduled as well as the CLA faculty meeting each semester; a voice faculty member is responsible for attending not only departmental, school and college meetings, but also all voice area faculty meetings, etc.;
- iii. For the purpose of annual review, to attain a rating of “Exceeds Expectations” or Superior (according to appointment type, rank and effort distribution) a faculty member may engage in a variety of service activities. For annual review, assessment of service shall be based on evidence provided to the applicable program head through the annual review portfolio submission (see Section 8 Portfolio Contents for Assessment of Service below for examples of possible materials that may be submitted as evidence). Noting that each faculty member’s level of service can be assessed both quantitatively and

qualitatively or a combination thereof, the following list of potential service activities is intended to serve as a guide, and is not intended to be exhaustive of all possible service possibilities.

- iv. To qualify for a ranking of “Exceeds Expectation,” the faculty member must meet the requirements above in order to “Meet Expectations,” and engage in a combination of activities listed below, depending on the amount of time involved, and/or the significance of the service to the division, department, college, university, or community. It is the responsibility of each faculty member to articulate qualitative and quantitative value in their narrative and portfolio.
- v. A “Superior” rating in service is reserved for faculty members who go well beyond expectations and provide a level of service that is transformative. For example, serving as a chair of a committee that involves a significant time commitment and is also critical to the mission of the unit would qualify a faculty member for a superior rating when combined with other service activities. Examples include chair of a promotion and tenure committee, serving as an area head, planning and hosting a national or international conference. The ranking of “Superior” assumes service activity in addition to single or multiple other significant activities, depending on qualitative and quantitative assessment of evidence provided; and some single service activities are inherently transformative, time-consuming, and critical and may in themselves justify a superior ranking.

3. Service Activities May Include (but are not limited to):

- i. Serves on multiple departmental, divisional, college, and/or university standing or ad-hoc committees or as an interdepartmental/university liaison;
- ii. Participate in Tenure and/or Promotion Committee(s) or CCA External Reviewer outside of the area of specialization. For example, serving as an CCA External Reviewer for a non-SMTD candidate at CSU;
- iii. Serve as an external reviewer for a colleague at another institution;
- iv. Provides assessment of student work and/or attend and participate in recruitment events and activities in area(s) outside of the area of specialization. For example, a music education faculty member serving on a degree recital pre-recital hearing committee;
- v. Serves as faculty advisor to an active student organization;
- vi. Coordinates licensure and certification programs, e.g., Music Education, Music Therapy, Dance Education;
- vii. Provides service to local, regional, or national professional organization, e.g., board member, session chair, conference program committee, manuscript referee, organization committee memberships;
- viii. Provides outreach and engagement activities (pro bono) to local, regional, or national cultural or other applicable organizations. This includes hosting regional/state workshops and conferences as well as creating and strengthening partnerships with outside organizations. This outreach must contribute to the long-term improvement of teaching, scholarship/creative activity, and the profession, as per the Faculty Manual, E.12.3.2. Service rendered in one’s professional capacity as a citizen of the community is commendable and may be evaluated as an appropriate faculty activity.
- ix. Provides specific services/projects in consultation with program heads, the school director, CLA dean and other university leadership. Examples include but are not limited to, coordinating the annual All-State video project, authoring accreditation self-study sections, hosting accreditation site visits, hosting faculty/staff employment candidates, organizing the script library or video archives, etc.
- x. Serves as a chair of a standing committee, search committee, or ad-hoc committee, e.g., accreditation committee, curriculum committee, and recruitment/retention committee.
- xi. Serves as an area coordinator. Examples, Music Therapy, Music Education, Dance and

Theatre areas if applicable;

- xii. Serves as the curriculum representative to the CLA Curriculum Committee;
- xiii. Serves as an elected officer for a regional, national, or national professional organization;
- xiv. Planning and hosting a major national conference;
- xv. Serves as editor of journal or other publication in the area of specialization or affiliated field of study.

#### 4. Below Expectations

Fails to participate in shared governance and multiple activities as appropriate to appointment type, rank, and area of specialization as outlined in Meets Expectations.

#### 5. Unacceptable

Chronically fails to participate in shared governance and multiple activities as appropriate to appointment type, rank, and area of specialization as outlined in Meets Expectations.

### **H. Portfolio Contents for Excellence in Service**

#### 1. Service Narrative

The service narrative should reflect on the candidate's service activity as well as the overall trajectory as a faculty member during the review period. For promotion, this includes the past five years of service. For the annual review, this includes the most recent calendar year. The narrative should include an analysis of past goals and set goals for the future. The narrative could also include a description of service activities, highlighting areas of emphasis. (Please limit narratives to 3 pages, 11-point, Times New Roman);

- 2. Committee minutes, agendas, lists of accomplishments. For example, if a curriculum committee, a list of course modifications, program modifications, etc.;
- 3. Letters of invitation for state, local, national, and international service, supporting emails, letters of acknowledgment, etc.;
- 4. Examples of individual service projects that benefit the department, division, school college, university, and community. Evidence may include short narratives of projects, and programs, evaluations by attendees, or comments by supervisors;
- 5. Other evidence as applicable to the type of service activity.