

# **Theatre**

## **Overall Expectations for Fort Lewis College Faculty**

As a public liberal arts institution, Fort Lewis College strives to provide quality education to a diverse student body. As a liberal arts institution, we are committed to ensuring our students receive personal attention and mentoring. Thus, all faculty at Fort Lewis share a common identity and dedication to providing a student-centered education. In order to provide quality education, we must recruit and retain quality faculty and establish a common set of guidelines for faculty ensuring our principle aim of developing exceptional Teacher-Scholars.

Fort Lewis College is committed first of all to effective teaching, the Collegee a

a)

- a) excellent performance in teaching across the range of assigned courses, with convincing evidence that the person has moved beyond the “apprentice” stage of teaching represented by the rank of Assistant Professor. To merit promotion to Associate Professor, faculty members must show that they have become accomplished teachers who can effectively perform their share of departmental or programmatic teaching (either alone or in collaboration with others) without the need for substantial assistance or intervention by other faculty members. Such persons will also display the promise of continued development as teachers towards meeting the standards for promotion to Professor.
- b) a record of involvement with his or her discipline(s) through ongoing research or creative activity, with evidence of success in advancing some aspect(s) of an established research or artistic agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree). Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Appropriate products of research or creative activity will be determined by the category(ies) in which one has chosen to work—e.g., in some cases one will have made a contribution to a field of inquiry, in other cases the contributions will be directed more towards the scholarship of teaching. To merit appointment as Associate Professor, candidates must also display the promise of continued engagement with their field(s) so as to develop towards meeting, over time, the standards for promotion to Professor.
- c) a record of effective contributions in service including, evidence of effective performance as an academic advisor based on knowledge of the general education curriculum and departmental or programmatic curricula and the ability and willingness to assist students as they plan their academic careers.

To merit promotion to Associate Professor, faculty members must demonstrate that they have participated actively in some aspect(s) of the shared work of the faculty. Faculty should be able to point to contributions in service that have made a positive difference at the level of the department, the school, or the College. More importantly, a faculty’s overall record of service must indicate promise of continued contributions that over time would position him or her to meet the standards for Professor.

- d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.
- e) evidence of accomplishments in any other areas identified in the faculty member's profile.

It is understood that evidence that faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional and ethical behavior.

To merit promotion from **Associate Professor to Professor**, a faculty member also must present evidence documenting:

- a) sustained outstanding performance in teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Professors are expected to display outstanding performance in their own classes and, as reflective practitioners of the craft, should also be able to serve as resources for other faculty members in their own teaching. Even so, Professors are expected to remain committed to their own continuing development as teachers.
- b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of

## **General Expectations for All Faculty: Teaching**

Defining itself first and foremost as a community of teachers and learners, Fort Lewis College invites faculty members to share their passion for their disciplines and their understanding of connections between their disciplines and others with colleagues and, most of all, with our students. This commitment to student learning stands at the heart of our mission.

The College expects members of the faculty to fulfill their responsibilities as teachers by facilitating the intellectual or artistic development of their students in scheduled courses and in other contexts (e.g., through independent studies, informal disciplinary and cross-disciplinary advising) in which instruction occurs. The College fosters an institutional climate conducive to the improvement of teaching and learning by encouraging faculty members to discuss their teaching with one another, to invite colleagues to sit in on their courses, and to take advantage of opportunities to teach with others.

It follows that the quality of a faculty member's contribution to student learning—his or her *success* as a teacher—is the most important criterion for evaluating the performance of teaching faculty. To receive contract renewal, promotion, tenure, or a positive senior review a member of the teaching faculty must provide evidence of continued success in teaching at a level of accomplishment satisfying the applicable standards at the last rank achieved. No matter how significant they may be achievements in other areas of faculty work cannot counterbalance deficient teaching.

Any evaluation of the teaching of a Fort Lewis faculty member should take into account the following *features of successful teaching*:

### *Motivation and mentoring*

Through their commitment to and enthusiasm for their subject matter, successful teachers stimulate their students' intellectual curiosity or artistic vision and enable them to become independent



hours and otherwise making themselves available to students for consultation outside of class, conscientiously preparing final course grades in accordance with College standards, and submitting them to the Office of the Registrar on time.

*Success in fostering student learning*

The most important aspect of successful teaching is a faculty member's ability to enable his or her students to develop as scholars or artists—i.e., to learn. The preceding five considerations collectively aim at this end and take their value from it. Such success will be marked primarily by students' active engagement with the discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty member's fundamental job is to encourage and help them to do so. Success in teaching derives ultimately from a faculty member's abiding care for his or her students and unwavering commitment to their success. No amount of expertise or attention to the individual activities that go into teaching can compensate for an overall lack of success in fostering student learning.

**Evaluation of teaching in faculty review**

documentation of new courses developed or previous courses significantly redesigned,  
documentation of participation in activities for the improvement of teaching (either on-campus or off-campus),  
letters or other comments from students not already included in the review dossier file, or  
documentation of teaching awards (either internal to the College or external).

### **Specific Theatre Departmental Expectations: Teaching**

Substantive involvement with students as they prepare for theatre performances and productions

### **General Expectations for All Faculty: Research or Creative Activity**

Though necessary for reappointment, promotion in rank, tenure, and positive senior reviews, successful teaching alone is not sufficient and indeed will be possible, over time, only in the context of an active scholarly or artistic life. Evaluating the quality of research or creative activity is one of the most important ways for the College to assess the level of expertise a faculty member brings to his or her teaching.

Thus, the College expects members of the faculty to remain actively engaged—as participants and not just as observers—with the continuing conversations and innovations that constitute the lifeblood of an academic career. Specifically, the College expects its faculty members to cultivate, over the course of their careers, the scholarly or artistic independence sufficient to define problems and issues in their areas of expertise, which they then engage in their own work. Developing such a mature perspective on one’s discipline enables one to integrate and evaluate the elements that constitute both its history and its present developments. The College expects such developed perspectives to inform the instruction our students receive. Remaining active as scholars or artists also enables faculty members to bring current developments in their fields to their teaching, to model for their students a life of involvement with their discipline(s), and to invite advanced students to participate with them in their research or creative work (which the College encourages faculty to do, where possible).

Any evaluation of the work of Fort Lewis faculty members according to the criterion of *ongoing research or creative activity* should be guided by the following considerations:

#### *A broad definition of research or creative activity*

Given the breadth of disciplines, the differences among teaching contexts, and the diversity of our faculty, there are many appropriate ways for faculty members to fulfill the expectation that they remain actively engaged with their fields. Specifically, the College endorses the view that research or creative activity—whether it is individual or collaborative—may



originate in any of the four ways described in the report *Scholarship Reconsidered*<sup>1</sup> and summarized below. These broad categories of research and creative activity are not mutually exclusive: a given project may span several areas, and a faculty member may choose to explore

often impossible, to determine its quality with assurance.

**Evaluation of research or creative activity in faculty review**

At the time of a review, the College expects all members of the faculty—no matter which of the above categories of professional development characterizes their work—to produce tangible evidence of their ongoing research or artistic endeavor that has received favorable comment from disciplinary peers. As a general rule, it is reasonable to expect that high quality professional work will be marked by some combination of the following features:

attention to questions or applications whose relevance can be articulated in light of relevant issues in the field.

clear goals,

adequate preparation,

appropriate methods,

significant or interesting conclusions, results (within the scope of the research), or artistic products, effective





shall count as sufficient evidence that that faculty members *work effectively with their colleagues* (collegiality in sense #2, above), and interact harmoniously with others (collegiality in sense #1).

Any evaluation of the work of Fort Lewis faculty members according to the criterion of *effective service* should be guided by the following considerations.

The broad categories described below encompass the range of professional activities that faculty members can undertake in order to fulfill their responsibilities in service. Faculty members are not expected to perform active service in all of these categories in any one review period or even across an entire career. However, they are expected to demonstrate that they are effectively performing their share of this important faculty work.

*Curricular and program development and oversight*

The Faculty is responsible for curricular design and content, and therefore from time to time members of the faculty will be called upon to participate in the evaluation and revision of curricula and academic programs. Faculty members also formulate the academic requirements and regulations that students must follow in earning their degrees. Although they are assisted by the Registrar's Office and academic administrators, faculty members retain primary responsibility for ensuring the integrity of the curriculum in its application—e.g., determining whether a student has completed the requirements for a major or whether a given course meets the standards for satisfying a general education requirement. The effectiveness of this work is guided by a faculty member's knowledge of disciplinary practices on a national level, the particular goals of an academic program at Fort Lewis College.

*Student academic advising*

All members of the faculty with primary appointments in the College provide academic advising to students. As academic advisors, faculty members are concerned not only with the academic welfare of students but also with

when students come to them with problems that fall outside their academic expertise.

*Administrative service*

Faculty members have many opportunities to apply their professional expertise in supervising support personnel, helping to determine the direction of academic degree programs, administering budgets, or carrying out other administrative duties (e.g., chairing an academic department, directing an academic program, supervising a certificate program, directing a grant, or directing the art gallery). In cases where faculty members are responsible for supervising adjunct faculty members, their work will entail recruiting, selecting, training and mentoring, and evaluating them. Administrative service also encompasses some of the functions of curricular design, assessment, and oversight—e.g., in the work of a department chair to ensure that curricular standards for a major program are upheld consistently through departmental advising, or in the work of a program director to ensure that the students of adjunct faculty members are learning required course content.

*Service to departments, schools, or academic programs*

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## **Specific Theatre Departmental Expectations: Service**

### **Service to the Community:**