

ASSOCIATION FOR THEATRE IN HIGHER EDUCATION

GUIDELINES FOR EVALUATING THE TEACHER/DIRECTOR FOR PROMOTION AND TENURE

Revised in Open Forum Sessions and in the Directing Forum at the Association for Theatre in Higher Education National Conference, Atlanta, August 1992.

I. Statement of Purpose.

This document supplements the:

Association for Theatre In Higher Education (ATHE) Outcomes Assessment guidelines for Theatre Programs In Higher Education (1985-1989); and Guidelines for Evaluating Teacher/Artists for Promotion and Tenure (1989). ATHE suggests criteria for the evaluation of teacher/directors for tenure and promotion. ATHE recognizes that significant resources are committed by the institution's decision to tenure and promote faculty. ATHE also recognizes that the faculty member's decisions to accept a tenurable position and promotion and/or tenure assume an obligation for continuing productivity and development, as a teacher/director.

ATHE further recognizes that a theatre faculty member who directs assumes many additional responsibilities. These guidelines apply only to the faculty member's directing for the stage. They do not apply to the important activities of many directors who are also producers of their own work, responsible for the physical plant, as well as the promotion, administration, design and technical direction of the production. It is expected that individual institutions, departments, as well as promotion and tenure committees will recognize and recompense the wide ranging contributions that efforts such as producing, managing, promoting, and designing make to a specific institution. However, the guidelines below apply only to the faculty member's directing duties. Those duties require application of specialized means of assessment.

All institutions, departments and faculty members are urged to adopt these guidelines to serve their specific missions. Departments are urged to determine and record-before promotion and tenure consideration, and preferably at hire-what shall constitute qualitative and quantitative achievement as a director.

This document:

- A. sets forth standards prepared and endorsed by the Association for Theatre in Higher Education, an organization of approximately two thousand professional theatre educators from two-year colleges, liberal arts colleges, masters-only universities, comprehensive universities, and research universities in all states of the union;
- B. promotes directing as a process and an effective means of teaching;
- C. characterizes the high standards of artistic excellence, collaboration, ethical integrity, and pedagogical effectiveness that are the director's responsibility in carrying out directing assignments;
- D. promotes artistic freedom;
- E. endorses the intent and practice and endorses the importance of teaching within the rehearsal process;
- F. presents criteria to assist faculty promotion and tenure committees, and administrators In reaching an Informed decision as to what constitutes achievement for promotion and tenure;

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- G. informs the directing faculty member that, by way of assisting administrative officers in reaching informed decisions, it is the director's responsibility to document directing work from research through production.
- II. ATHE recommends that the department determine the mission of its production program in the department and on the campus. Possibilities for discussion of mission may include but are not limited to the following:
- A. to provide cultural resource to community and university;
 - B. to expose students through the production process to pertinent related areas of knowledge and/or experience;
 - C. to develop new and/or experimental work;
 - D. to allow theatre students to experience all phases of production;
 - E. to train theatre artists;
 - F. to fund production and/or academic programs; and
 - G. other.
- III. ATHE recognizes as qualifications for faculty directors the appropriate terminal degrees, M.F.A., Ph.D., D.F.A., and/or equivalent directing experience.
- ATHE recommends that, upon hiring a tenure-track directing faculty, the department, and the college establish and record, in consultation and agreement with the new faculty member, the directing goals of this person within the production program, the department, on campus and/or off campus.
- ATHE further recommends that this assignment be reviewed annually and revised, in consultation and agreement with the faculty member, as necessary.
- IV. ATHE recommends that the application for promotion and tenure address the following issues:

- A. The promotion and tenure dossier may:
 - 1. demonstrate that the applicant has been carrying out a developmental agenda, as previously agreed upon;
 - 2. demonstrate growth toward excellent artistic skill in productions, as previously agreed upon;
 - 3. include the interim evaluations of the applicant (annual reviews, third year reviews, etc.); and
 - 4. other evidence of creative work and scholarship.
 - B. The evidence of consistently good quality of the body of work may include:
 - 1. a portfolio containing for each or for selected productions in the probationary period:

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- a. a self-evaluation of directorial process and achievements;
 - b. student evaluations of directorial process and achievements;
 - c. production team evaluations of directorial process and achievements.
 - d. directing faculty peer evaluation of directorial achievements.
 - e. evaluation of directorial process and achievements by a chair in the theatre discipline; and
 - f. outside peer evaluations of directorial process and achievements, especially in programs where there is no other or only one other faculty director.
2. For at least selected productions in the probationary period, the applicant should present appropriate production documentation.
- C. The promotion and tenure dossier shows evidence that all or selected productions of the applicant indicate growth in production and production process standards. What follows is not exclusive but affirms the conviction that theatre as art is developmental and that new and challenging approaches which are constantly evolving merit respectful consideration.

Some of the ways that could be used to document the applicant's growth show that processes and productions:

1. test the boundaries of language, form and style in the unique circumstances of a production;
 2. manifest the uniqueness of a director's voice;
 3. demonstrate collaboration with the production team and appropriate leadership within the collaboration;
 4. demonstrate theatrical implementation of scholarly preparation;
 5. demonstrate clarity of expression;
 6. demonstrate command of directorial technique;
 7. demonstrate an ability, where appropriate, to tell a story and present dramatic action;
 8. facilitate the work and playing of the actor;
 9. establish a process to create an artistic and/or educational event; and
 10. other.
- D. Participation and membership in professional affiliations and/or unions.

V. Supplements.

- A. ATHE Outcomes Assessment Guidelines for Theatre Programs in Higher Education (1990)
- B. Guidelines for Evaluating Teacher/Artists for Promotion and Tenure (1985-1989)

This working document was initiated by the Directing Forum of the ATHE THEatre FORUM and prepared by Lawrence Broglio (chair), Carole Brandt, Kenneth Campbell, Joyce Cavarozzi, Weldon Durham, Becky Prophet and David Young in August, 1991, in Seattle, Washington. Robert Yowell joined the committee in 1992 in Atlanta.

These "Guidelines for Evaluating the Teacher/Director for Promotion and Tenure" were created and approved by the Directing Forum of ATHE to assist candidates and the ATHE Board of Governors for national circulation and use. The Directing Forum encourages the use of the guidelines in promotion and tenure decisions. It is hoped that this document will be applied to a candidate's case to the degree that the candidate functions as a director in her/his local institution and that other aspects of the work of the candidate will be adequately considered based on other standards of teaching and service.