

UC San Diego

ARTS AND HUMANITIES

Theatre and Dance

TEACHING PROFESSOR LPSOE/LSOE REVIEW STANDARDS

Effective June 24, 2019

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June 24, 2019

TO: ACADEMIC SENATE, COMMITTEE ON ACADEMIC PERSONNEL

VIA: Dr. Cristina Della Coletta
Dean, Division of Arts & Humanities

RE: Teaching Professor LPSOE/LSOE/Sr. LSOE Normal Merits and
Advancement Criteria in Theatre and Dance Department

General Remarks:

In the 2015-2016 academic year, the Department of Theatre and Dance set forth standards for ladder rank faculty advancement per the request of campus administrators and campus reviewers. In late summer 2018, we then revised standards for teaching professors in the LPSOE/LSOE series. With this June 2019 document, we now set forth specific merit standards for our LPSOE/LSOE permanent faculty, cognizant that the three-legged stool paradigm is now applicable for LSOE faculty in the spirit of our Ladder Rank faculty paradigm. Moreover, our department has ensured with these guidelines impacting and relating to all field-related concerns and departmental considerations detailed in the ladder-rank document remain the same.

We are aware that these review criteria apply to PLSOE/LSOE faculty holding appointments prior to October 1, 2018, and that these criteria will be used until June 30, 2023 (*“Implementation Guidelines LSOES” UCOP Academic Personnel and Programs memo 10-01-18*)

With these updated guidelines, LPSOE/LSOE area-based merit, promotion, and acceleration criteria via the series criteria detailed in the PPM 230-285 should be clear both to the teaching professor and to the campus reviewer. The tenured faculty of both the Ladder Rank and PSLOE/LSOE series have voted and supported the spirit and meaning of this document for the purposes of calibrating PSLOE/LSOE series Step advancements and

category promotions. In embracing the three legged stool paradigm for PSLOE/LSOE series it is acknowledged that the teaching leg is “thicker” than the other two legs.

The guidelines are presented with the understanding that the PPM 230-285 criteria have been used as the umbrella criteria, and the department has now evaluated which field-specific activities should be weighted under which criteria of evaluation and how heavily. The LPSOE/LSOE series faculty were given an option in fall quarter 2018 to either remain under the review criteria set forth in the policies in effect on September 30, 2018 (*i.e., before the policy changed*) until June 30, 2023 or opt for the newer methodology. Going with this campus-wide change, our LPSOE/LSOE series faculty received in fall quarter 2018 precise Step numbers and Rank (*e.g. Teaching Assistant Professor, Teaching Associate Professor, Teaching Full Professor*).

Criteria for Evaluation before September 2018 and afterwards:

LPSOE/LSOE faculty were *formally* evaluated based on the following *four* factors:

- Teaching exceptional quality and so specialized in character that it cannot be done with equal effectiveness by ladder-rank faculty members or by strictly temporary appointees
- Professional achievement and activity
- University and public service
- Educational leadership recognized beyond the campus and contributions to instruction-related activities (e.g., conducting teaching assistant training, supervision of student affairs, development of instructional materials)

As the PPM 230-285 states, LPSOE/LSOE teaching professor faculty can now be evaluated based on the following factors in a three leg stool similar to Ladder Rank faculty:

- Teaching of exceptional quality
- Professional research and creative activity
- University and public service

Our LSOE series faculty often demonstrate overlap between teaching accomplishments, educational leadership, public service, and professional activities and visibility. This series requires more creditable modes of showing exemplary specialized teaching for academic reviews than found in a limited discussion of course load and work with mentees.

Regarding professional accomplishments specific to the LSOE series, the weight of a candidate’s noted output has largely to do with the impact in a candidate’s field in terms of mentorship, teaching, and leadership, rendering the profile and status of a venue less a priority than for our ladder rank faculty.

Considering the LSOE teaching loads are higher, the number of creative activities in a review period may be fewer than for ladder rank. Still, a similar creative pattern between the ladder rank faculty members and LSOEs can be discerned.

When an individual's contributions an extraordinary output, certainly more than double the standard merit goals and metrics of the series categories for evaluation, an acceleration can be considered. Doubling an LSOE series standard in any all three areas under review with deeply impressive creative research and stellar artistic performance could be credible grounds for an acceleration parallel to the ladder-rank accelerations.

Teaching Evaluation

Since teaching serves as a critically important LSOE appraisal, focus should be given to student evaluations showing high (90-100%) course and instructor approval, special initiatives in recruiting, cross-disciplinary courses, successful large enrollments, strong involvement in our six colleges, plus other evidence of teaching-related activities. Professional master-class assignments on our campus in or outside our department, and lectures as part of La Jolla Playhouse programming may also be considered.

Regarding the vital role of teaching and curricular development, lauded evidential teaching is key. In addition to positive class evaluations, to demonstrate teaching excellence for a candidate's university performance, supporting documents to be included in a candidate's file may include: creation of innovative courses, leadership in department outreach to undergraduates, interdisciplinary teaching, teaching awards, peer faculty evaluations, student letters for career review, and other pedagogical and curricular accomplishments.

Professional Pedagogy for Teaching Professors:

The vast majority of our LSOEs commit to teaching in exceptional magnitude, generating creative and professional roles in the greater performance world. Artistic engagements found on the bibliography, often serve as master-class, artist residencies, pro-level renderings, but for campus reviewer purposes - teaching excellence is judged under the lens of what happens on our campus.

Some examples how artistic accomplishment run parallel with master teaching:

A voice or movement instructor works with actors on a show using specialized training. The instructor is not only giving professional activity that increases one's visibility, but also is showing high expertise that merits salary as a professional. Vocal training or movement for a stage is often one of the highest elements of a successful production.

A stage manager hired for a production is teaching an entire cast and crew to blend and communicate effectively to achieve collaborative artistry, The stage manager teaches a new body of theatre professionals how to smoothly execute a work of theatre with each new show, and prepare a replacement actor to catch up to the ensemble.

A set designer draws complex plans for a production. The designer oversees, teaches, and collaborates to implement original designs adjusting to a myriad of conditions including actor needs that surface during tech, days before opening to an audience.

A director teaches actors to perform at higher potentials and to collaborate with the show's designers. As the director of a production, acting technique becomes integral with design aesthetics which suggests elements of pedagogy in completing the show's opening.

LSOE teaching performance at UCSD matches the mentoring and instruction to stage professionals global. Since campus instruction is the primary creditable activity for LSOEs, their research and creative activity are evidence of continuing engagement in the field coupling teaching enrichment locally and beyond.

For all candidates, powerful evidence of teaching and mentoring takes priority. Supporting that paramount obligation is an active creative and scholarly career which rounds out the teaching profile and justifies advancement. It is this sustained, professional pedagogy augmented by prestigious off campus activity that perpetuates our top tier ranking in the country over many decades.

Professional Research and Creative Activity

Research and creative activity is not anticipated as robustly in quantity or scope that it is for ladder rank, but the vast majority of our Theatre and Dance faculty in the PSLOE/LOSE series is achieving in high levels of scholarly research, artistic performance and creative endeavors. These examples are in works which denote precisely their contributions or tacitly such as vocal/dialect coaching, stage management, fight combat, and movement work. Therefore, artistic and scholarly accomplishments in the bibliography will be counted as in research rather than in the former bibliography data columns of professional achievement and activity.

University and Public Service

Service for PSLOE/LSOEs can be equated to that of ladder rank and may often be heavier. Service on departmental committees and administrative roles are appropriate. Membership on academic senate committees is encouraged. Membership on the six college committees can be considered both as service and educational leadership, and as campus-wide service.

It is expected that the mission of teaching and leadership should be enhanced by initiatives in recruiting, especially where diversity is concerned, efforts toward student retention, undergraduate funding, shared innovation in advanced teaching techniques, new curricula and encouragement of faculty-student contact throughout a department or college.

Assessing LPSOE Fourth Year Assessments & PLSOE/LSOE Accelerations

In anticipation of the occasional challenges assessing LPSOEs for the fourth year assessments with respect to scholarly and artistic research under the new rubric, tabulations will have to capture the professional endeavors despite the absence of journal and

newspaper reviews and evidentiary documents of the genuine contribution found in the completed art work.

In rare times when PLSOE/LSOE files prove highly compelling for acceleration consideration by campus reviewers, this question invariably will arise: What constitutes double performance or tremendous abundance of performance, if acceleration criteria for LSOEs research and creative work are less measurable and less concrete than Ladder Rank faculty productions and publications?

As “Where CAP Stood” in 2017/18 discusses and the PPM details, accelerations will be requested for those who merit them, “Individuals whose performance is at an exceptional level over a period may be considered for accelerated advancement,” and where, “Exceptional performance” is defined as work that significantly exceeds expectations in one or more of the areas of review.

PSLOE/LSOE ACTORS, ACTOR/DIRECTORS, PERFORMING ARTISTS, VOICE SPECIALISTS, AND MOVEMENT SPECIALISTS

I. NORMAL MERITS

A. LPSOE and LSOE (2-3 year cycles in the new Step Series)

- Teaching: Increased mentorship activities Student evaluation scores in high ranges with few anomalies. For those to whom this applies, evidence of teaching between 1-2 masterclasses or the equivalent instructional engagements. LPSOEs: a growing pedagogical profile of excellence in teaching and mentoring by example. LSOEs: Demonstrated continued excellence in teaching is standard
- Professional Research and Creative Activity. LPSOEs : Actors/Directors/ Performing Artists: Performance, direction or creation of at least 1 major professional project during each review period. For Voice/Movement specialists: At least one professional project per review period. LSOEs in all fields: 1 major project/production/ dance concert or 3 smaller accomplishments plus additional smaller accomplishments such as but not limited to workshops, readings, and project development. Additional indicators of professional activity include serving as promotion reviewers for outside institutions, invited speakers, reviewers or jury member for auditions, and/or participating in other field-related activities indicative of increased visibility in the profession.
- University and Public Service. LPSOEs: service to the profession and to the department, as befits junior-rank appointees (1-2 assignments or engagement at the departmental level). LSOEs: increased service (2-3 assignments) both departmentally and in university committees, where applicable, is performed and service to the greater profession. outside Institute, presenting at a conference, doing outside workshops in your field, publishing articles on matters in your field, serving as a board member or officer for organizations connected to your field, serving on a panel related to your field, and mentoring teachers and other young artists outside the university in your field, critiquing/giving feedback for field related publications.

B. Senior LSOE (3-4 year cycles in the new Step Series)

- Teaching: Continued excellence in teaching demonstrated by student evaluations and mentorship of graduate students in the program. Continued demonstration of masterclass instructor selection and/or teaching or curricular accomplishments in the candidate's designated field.
- Professional Research and Creative Activity: For Actors/Directors/ Performing Artists, performances in / direction of at least 2 major productions (or at least 1 major production and a combination of smaller accomplishments that parallel a second production in impact or scope) at top-tier and nationally or internationally recognized theaters per review period. Quality of venue & prestige of collaborators will often increase at this level, as will project visibility. For Voice and Movement Specialists 2-3 professional engagements per review period. Additional indicators for professional activity can be invitations to serve as a project reviewer for outside institutions, participation with invited performances or talks, keynote speeches, assignments as a reviewer or jury member for auditions, and/or other field-related tasks indicative of increased visibility in the profession
- University and public service: For SLSOEs, service, as befits senior rank appointees, is generally demonstrated by 3-4 assignments or engagements at the departmental level. Service to the profession that is appropriate for a senior faculty member constitutes 3-4 engagements as well. Increased mentorship activities with both graduate students and junior rank faculty in the field, where applicable. Stature as a senior scholar is reinforced by significant service roles in both profession and the university.

II. CAREER REVIEWS

A. Actors/ Performing Artists

- **LPSOE to LSOE** – This career review should reveal a body of work that establishes the actor as someone with an excellent command of the craft of acting who has worked regularly in a variety of venues and can function as a master teacher in many formats. Excellent student evaluations and the potential for solid service should accompany this review. In addition, a role or performance considered a promotion-level accomplishment in terms of professional achievement should be evaluated by external reviewers, for the purpose of supporting this advancement.
- **LSOE to Sr. LSOE** – This career review should demonstrate an aggregate body of work that establishes the actor and master teacher as someone well respected in their field with a substantial history of working in a variety of well-recognized and reputable theater venues. Excellent student evaluations and considerable service should accompany this review. In addition, a role or performance considered a promotion-level accomplishment should be evaluated by external reviewers, for the purpose of supporting this advancement.
- **Distinguished Teaching Professor** – This review should solidify the actor's career as one of great distinction with his or her work being recognized and acclaimed nationally and internationally. Excellent student evaluations and substantial service should accompany this review. In addition, a role or performance considered a promotion-level accomplishment should be evaluated by external reviewers, along with external review of the actor's trajectory as "distinguished" per campus standards, for the purpose of supporting this advancement.

B. Actor/Directors

- **LPSOE to LSOE** – This career review should reveal a body of work that establishes this working professional as someone with an excellent command of the crafts of acting and directing who has worked regularly in a variety of venues. Excellent student evaluations and service should accompany this review. In addition, an acting performance or the direction of a production considered a promotion-level accomplishment should be evaluated by external reviewers for the purpose of supporting this advancement.
- **LSOE to SLSOE**—This career review should demonstrate an aggregate body of work that establishes the actor/director as someone well respected in their field with a substantial history of working in a variety of well-recognized and reputable theater venues. Excellent student evaluations and considerable service should accompany this review. In addition, an acting performance or the direction of a production considered a promotion-level accomplishment should be evaluated by external reviewers, along with external review of the actor/director’s trajectory so far, for the purpose of supporting this advancement.
- **Distinguished Teaching Professor** - This review should solidify this artist’s career as one of great distinction with their work being recognized and acclaimed nationally and internationally. Excellent student evaluations and substantial service should accompany this review. In addition, an acting performance or the direction of a production considered a promotion-level accomplishment should be evaluated by external reviewers, along with external review of the actor/director’s trajectory as “distinguished” per campus standards, for the purpose of supporting this advancement.

C. Voice and Movement Specialists

GENERAL NOTE: For Voice and Movement Specialists, when evaluating professional creative activity for promotions, candidates may be evaluated by the number of professional productions and projects, reputation of venue, caliber and status of the artists on the project. Additional indicators of success can be demonstrated by: the length and quality of continued professional relationships - how long and how often an artist works with a company or distinguished fellow artist, length and intensity of projects, how a specialist is documented in publicity materials (*i.e. title page program credit*). For all promotions in this category, reviews of productions are not necessarily a reflection of the artists’ work as there is a ‘behind the scenes’ compared to designers, directors or actors.

LPSOE to LSOE –

- A body of work that establishes the candidate as someone with an excellent command of the crafts of voice/speech or movement.
- Professional work in a variety of venues. as coach, actor, director, choreographer, or other professional activity related to the field.
- Excellent student evaluations.
- Demonstration of service.

LSOE to SLSOE—

This career review should consider:

- An aggregate body of work that establishes the voice or movement specialist as someone well respected in their field.
- A substantial history of working in a variety of well-recognized and reputable artistic venues.
- Leadership roles in field organizations.
- A history of educational leadership activities and contributions to curricular advancements.
- Participation as an external reviewer by outside universities.
- Excellent student evaluations.
- Substantial service.
- A demonstrated history of project development and activity in the field equivalent to two to three productions per review period.

Distinguished Teaching Professor - This review should solidify this artist's career as one of great distinction with their work being recognized and acclaimed nationally and internationally.

- Excellent student evaluations.
- substantial service to the university.
- Contributions to the field may include: leadership positions in national or international organizations, field related publications, innovative contributions to the art of voice or movement, coaching, acting, directing, choreography, or other related subjects.
- 2 - 3 Significant projects/productions at prominent venues.
- External review of the career as "distinguished" per campus standards.

LSOE DANCE ARTISTS

I. NORMAL MERITS

a. LPSOE and LSOE (2-3 year cycles in the Step Series)

- Teaching: For LPSOEs, a growing pedagogical profile of excellence in teaching. For LSOEs, demonstrated continued excellence in teaching is standard. LSOEs display increased graduate committee memberships and student mentorship activities. Evidence of teaching between 1-2 professional engagements.
- Professional Research and Creative Activity: The creation of 1 major production in a review period and/or other field-related tasks indicative of increased visibility in the profession.
- University and public service: For LPSOEs, service, as befits junior-rank appointees, is generally limited to 1-2 assignments or engagement at the departmental level and service to the profession that is appropriate for a junior faculty member. For LSOEs, increased service both departmentally and in university committees. Where applicable, 2-3 assignments are performed in addition to service to the greater profession in a review period.

- a. Senior LSOE (3-4 year cycles in the Step Series)**
- Teaching: Continued excellence in teaching demonstrated by student evaluations and increased mentorship activities. Evidence of teaching between 2-3 professional engagements.
 - Professional Research and Creative Activity: The creation of 2 significant productions in a review period and/or other field-related tasks indicative of increased visibility in the profession.
 - University and public service: For SLSOEs, service, as befits senior rank appointees, is generally demonstrated by 2-3 assignments or engagements at the departmental level. Service to the profession that is appropriate for a senior faculty member constitutes 2-3 engagements as well per review period. Increased mentorship activities with both graduate students and junior rank faculty in the field, where applicable. Stature as a senior scholar is reinforced by significant service roles in both academic and professional contexts.

II. CAREER REVIEWS

- a. LSOE** - A body of work that demonstrates the dance artist's understanding of creative and pedagogical practice as an art form, and consistent work in a variety of professional contexts and venues. Excellent student evaluations and university service should accompany this review. In addition, 1-2 productions considered at promotion-level accomplishment should be evaluated by external reviewers, along with external review of the dance artist's educational leadership trajectory so far, for the purpose of supporting this advancement.
- b. Senior LSOE** - An aggregate body of work that establishes the dance artist as a teacher well respected in the field with a substantial history of working in a variety of well-regarded professional contexts and venues. Excellent student evaluations and considerable university service should accompany this review. In addition, involvement in a production considered at promotion-level accomplishment should be evaluated by external reviewers, along with external review of the dance artist's educational leadership trajectory so far, for the purpose of supporting this advancement.
- c. Distinguished Teaching Professor** - A body of work that establishes the dance artist as being recognized and acclaimed within their field nationally and internationally. In addition, involvement in a production considered a promotion-level accomplishment should be evaluated by external reviewers, along with an external review of the dance artist's trajectory as "distinguished," per campus standards, for the purpose of supporting this advancement, along with demonstrated excellent service and educational leadership.

DESIGN ARTISTS

I. NORMAL MERITS

a. LPSOE and LSOE (2 or 3-year cycles in the Step Series)

- Teaching: For LPSOE, a growing pedagogical profile of excellence in teaching and mentoring by example. For LSOEs, demonstrated continued excellence in teaching is standard. LSOEs, contingent on discipline, will also frequently display increased graduate committee memberships and student mentorship activities. CAPE and graduate evaluation scores in high ranges with few anomalies.
- Professional Research and Creative Activity: For LPSOEs, the design of at least one production per review period at a professional theater or an equivalent professional venue (for example, but not limited to, museums, galleries, specific site works, or festivals). For LSOEs, design of 1 to 3 productions at a reputable professional theater or an equivalent professional venue per review period. Other creative work may equate with the design of productions (for example, but not limited to, published work, performances, or exhibited work in reputable outlets or venues). In some circumstances work on a large-scale project, involvement in developing a project, or cross discipline work might equate with 2 (or 3) conventional creative projects.
- University and public service: For LPSOEs, service, as befits junior-rank appointees, is generally limited to 1-2 assignments or engagement at the departmental level and service to the profession that is appropriate for a junior faculty member. For LSOEs, increased service both departmentally and in university committees, where applicable, 2-3 assignments, is performed, in addition to service to the greater profession.

b. Senior LSOE (3 or 4-year cycles in the Step Series)

- Teaching: Continued excellence in teaching demonstrated by student evaluations and increased mentorship activities. For those to whom this applies, there may be evidence of teaching between 1-3 masterclasses, workshops, or the equivalent professional engagements.
- Professional Research and Creative Activity: The design of at least 1 to 3 productions at a reputable professional theater or an equivalent professional venue per review period. In some circumstances work on a large-scale project, involvement in developing a project, or cross discipline work might equate with 2 (or 3) conventional design projects.
- University and public service: For SLSOEs, service, as befits senior rank appointees, is generally demonstrated by 2-4 total assignments or engagements at the departmental and campus level. Increased mentorship activities with both graduate students and junior rank faculty in the field, where applicable. Stature as a senior scholar is reinforced by significant service roles in both profession and the university.

II. CAREER REVIEWS

- **LSOE** - Excellent student evaluations and the potential for solid university service should accompany this review. A body of work with a substantial history of working in a variety of well-regarded theatres and/or creative achievements in well regarded venues. In addition, involvement in a production / film / site-specific work considered a promotion-level accomplishment should be evaluated by external reviewers, along with external review of the designer’s trajectory so far, for the purpose of supporting this advancement.
- **Senior LSOE**- Excellent student evaluations and considerable university service should accompany this review. An aggregate body of work with a substantial history of working in a variety of well-regarded theatres and/or creative achievements in well regarded venues. In addition, involvement in a production / film / site-specific work considered a promotion-level accomplishment should be evaluated by external reviewers, along with external review of the designer’s trajectory so far, for the purpose of supporting this advancement.
- **Distinguished Teaching Professor** – Sustained excellence in teaching and considerable university service. Evidence of distinction in the academic field should accompany this review. There should be evidence of continued creative activity as a theatre artist nationally and internationally. In addition, involvement in a production / film / site-specific work considered a promotion-level accomplishment should be evaluated by external reviewers, along with external review of the design artist’s trajectory as “distinguished” per campus standards, for the purpose of supporting this advancement.

PhD SCHOLARS

The following is a summary in bullet-point format of the criteria for advancement and promotion formatted for the purposes of campus reviewers and CAP. A more comprehensive explanation of various departmental evaluation factors is included in the preliminary memo document.

I. NORMAL MERITS:

a. LPSOE through LSOE (in the Step Series)

- **Teaching:** For LPSOE, a growing pedagogical profile of excellence in teaching and mentoring by example. For LSOEs, demonstrated continued excellence in teaching is standard. LSOEs, contingent on discipline, will also frequently display increased graduate committee memberships and student mentorship activities. CAPE and graduate evaluation scores in high ranges with few

anomalies. For those to whom this applies, there may be evidence invited lectures, moderating panels, or the equivalent professional engagements.

- Professional Achievement and Activity: Evidence of research engagement that may come in the form of: attending and presenting at relevant conferences in the field, publishing review articles, working as a dramaturg, giving shape to the language of a play, undertaking a large body of professional work with some of the leading theatres in the U.S., publishing research or pedagogy articles in journals or scholarly anthologies (print or e-publications), or an impactful publication in one's field, or writing an introduction to an edited or co-edited volume.
- University and public service: For LPSOEs, service, as befits junior-rank appointees, is generally limited to 1-2 assignments or engagement at the departmental level and service to the profession that is appropriate for a junior faculty member. For LSOEs, increased service both departmentally and in university committees, where applicable, 2-3 assignments, is performed, in addition to service to the greater profession. Additional field related service that may come in the form of ONE of the following: serving as promotion reviewer for outside institutions, participation with invited performances or talks, keynote speeches, assignment as a reviewer or jury member for auditions, and/or other field-related tasks indicative of increased visibility in the profession.

b. Senior LSOE (3-4 year cycle in the Step Series)

- Teaching: Continued excellence in teaching demonstrated by student evaluations and increased mentorship activities. For those to whom this applies, there may be evidence of giving invited lectures in other departments or the equivalent professional engagements on campus.
- Professional Research and Creative Activity: Evidence of increased research engagement and commitment to diversity that may come in the form of: attending and presenting at relevant conferences in the field, publishing review articles, working as a dramaturg, giving shape to the language of a play, undertaking a large body of professional work with some of the leading theatres in the US, publishing research or pedagogy articles in journals or scholarly anthologies (print or e-publications), or an impactful publication in one's field or writing an introduction to an edited or co-edited volume. Additional field related service that may come in the form of ONE of the following: to serve as promotion reviewer for outside institutions, participation with invited performances or talks, keynote speeches, conference talk, assignment as a reviewer or jury member for auditions, and/or other field-related tasks indicative of increased visibility in the profession.
- University and public service: For SLSOEs, service, as befits senior rank appointees, is generally demonstrated by 3-4 assignments or engagements at the departmental level. Service to the profession that is appropriate for a senior faculty member constitutes 3-4 engagements as well. Increased mentorship activities with both graduate students and junior rank faculty in the field, where applicable. Stature as a senior scholar is reinforced by significant service roles in both profession and the university.

II. CAREER REVIEWS

- **LSOE** – Two published articles/chapters one of which directly engages with pedagogy (or their equivalents in professional achievements as enumerated above), along with signs of participation in the larger profession (fellowships, book reviews, scholarly conference papers, etc.); good teaching demonstrated by student evaluations and other metrics (which may include classroom observation, syllabus review, and other modes of peer evaluation); service commitments appropriate to a junior rank appointee on the threshold of advancement to the tenured rank.
- **Senior LSOE** – Two or three new published articles/chapters one of which directly engages with pedagogy (or their equivalents in professional achievements as enumerated above), along with signs of participation in the larger profession (fellowships, book reviews, scholarly conference papers, etc.); excellent and innovative teaching demonstrated by student evaluations and other metrics (which may include classroom observation, syllabus review, and other modes of peer evaluation); service commitments appropriate to a senior rank faculty. Increased visibility outside of campus.
- **Distinguished Teaching Professor** – Two or three new published articles/chapters one of which directly engages with pedagogy (or their equivalents in professional achievements as enumerated above), along with signs of participation in the larger profession (fellowships, book reviews, scholarly conference papers, etc.). In addition, evidence of scholarly distinction including national and international reputation, excellence in teaching, and a substantial service record that displays senior scholar service roles at department, campus, and/or university level.

STAGE MANAGERS

The following is a summary in bullet-point format of the criteria for advancement and promotion formatted for the purposes of campus reviewers and CAP. A more comprehensive explanation of various departmental evaluation factors is included in the preliminary memo document.

I. NORMAL MERITS

a. **LPSOE and LSOE (2-3 year cycles in the Step Series)**

- **Teaching:** For both ranks, a growing and continued profile of excellence in teaching and mentoring is expected, as are evidenced by high-range CAPE and graduate evaluations. LSOEs will participate in various committee work. Teaching one or two masterclasses or the equivalent professional teaching engagements will also count.

- Professional Research and Creative Activity: one traditional (usually 8-10-week) production at a major theatrical venue, such as (but not limited to) Broadway, Off-Broadway, COST/CORST, or LORT (regional) theatres such as the La Jolla Playhouse, Old Globe Theatre, Mark Taper Forum, or South Coast Rep or creative work of a similar duration at other major performing arts organizations in the opera, dance or music worlds, as well as television or film productions or corporate theater. Equivalent creativity includes work as an associate or assistant director, producer, project manager, production manager, and general manager. Three 3-week engagements or two 5-week engagements are the rough equivalent of one 8-10-week production. A production that requires more than eight weeks of work may count as two traditional productions. In addition, the publication of independent scholarship in the form of articles and books can function as equivalents to production work, where articles can function as parallel to shorter engagements and books can be seen as parallel with involvement in a larger project. Other forms of achievement in this category include invited performances or talks and/or other field-related tasks indicative of increased visibility in the profession.
- University and public service: For LPSOEs, service is generally limited to one or two assignments at the departmental level and service to the profession that is appropriate for a junior faculty member. LSOEs should serve robustly both departmentally and in university committees; service to the theatre profession and tenure reviewers for outside institutions.

b. Senior LSOE (2-3 year cycles in the Step Series)

- Teaching: Continued excellence in teaching and mentorship as per above.
- Professional Research and Creative Activity: one traditional (usually 8-10-week) production at a major theatrical venue, such as (but not limited to) Broadway, Off-Broadway, COST/CORST, or LORT (regional) theatres such as the La Jolla Playhouse, Old Globe Theatre, Mark Taper Forum, or South Coast Rep or creative work of a similar duration at other major performing arts organizations in the opera, dance or music worlds, as well as television or film productions or corporate theater. Equivalent creativity includes work as an associate or assistant director, producer, project manager, production manager, and general manager. Three 3-week engagements or two 5-week engagements are the rough equivalent of one 8-10-week production. A production that requires more than eight weeks of work may count as two traditional productions. In addition, the publication of independent scholarship in the form of articles and books can function as equivalents to production work, where articles can function as parallel to shorter engagements and books can be seen as parallel with involvement in a larger project. Other forms of achievement in this category include invited performances or talks and/or other field-related tasks indicative of increased visibility in the profession
- University and public service: Three or four committee assignments or engagements at the departmental and/or campus or system level are expected. Service to and/or visibility in the profession is expected on a consistent level. SLSOEs are expected to serve as mentors to both students and junior faculty.

- Educational leadership recognized beyond the campus and contributions to instruction-related activities (e.g., conducting teaching assistant training, supervision of student affairs, development of instructional materials): One significant activity per year of their review cycle is appropriate.

II. CAREER REVIEWS

- **LSOE** – The candidate should present a body of work that demonstrates an excellent grasp of the art and craft of stage management and have a growing, positive reputation in respected theatrical venues. Excellent teaching evaluations and the potential for solid departmental and campus service should accompany this review. This file will include stage management or equivalent production work that can be positively assessed by external reviewers. Publications will be assessed as part of the larger trajectory.
- **Senior LSOE** - For productions and publications, as above; the file will include evidence of solid and sustained departmental and university service.
- **Distinguished Teaching Professor** – For productions and publications, as above. This review should demonstrate that the candidate is a nationally-respected artist (and/or scholar) with international exposure, teacher, and mentor, with visible service on all institutional and professional levels. Excellent student evaluations, letters from former students, and an expanded mentorship trajectory should accompany this review..