

PROFESSIONAL STANDARDS COMMITTEE MINUTES

March 24, 2015, 8:00 a.m., Wyatt 226

Present: Kris Bartanen, Geoffrey Block, Douglas Cannon, Betsy Kirkpatrick, Tiffany MacBain (Chair), Andeas Madlung, Mark Reinitz, Amy Spivey

The meeting convened at 8:00 a.m.

I. The minutes of March 14, 2015, were approved as revised via email.

II. Revisions to Interpretations of the Faculty Code.

A number of changes were made by the Committee to the revisions recommended by the Subcommittee consisting of Block and Spivey. The resulting revisions are incorporated in the attached document, "Revisions to Interpretations of the Faculty Code." Chair MacBain will deliver them to the Faculty Senate, with a cover letter calling attention to three significant modifications: (1) To Page 47, lines 31-34, concerning copies of letters in an open file; (2) To Page 48, line 10, concerning notification of writers of outside letters as to the status of the file as open or closed; and (3) To Page 48, lines 30-31, concerning electronic signatures.

III. Revisions to the Buff Document ("Faculty Evaluation Procedures & Criteria").

Because the document includes quotations from Interpretations of the Faculty Code, revisions addressed under II above will automatically appear in it (so long as they are approved by the Academic and Student Affairs Committee of the Board).

Even so, the paragraph on top of p. 9 shall be shortened, using the new Code language from Page 48, line 30-31, mentioned above, permitting electronic letters with electronic signatures.

A paragraph on p. 14 concerns "informing letter writers about open and closed files." It shall be revised to reflect the revised Code interpretation calling for such information to go to outside letter writers in advance.

The "checklist for head officers" on p. 20 shall be revised. #1 shall include an instruction that *when soliciting* outside letters, the head officer notifies outside letter writers of the status of the file as open or closed. #3 shall include the following sentence, from the revised Interpretation of Page 48, line 10: "In consultation with the evaluatee, the head officer may also solicit appropriate letters from outside the department or university."

Additionally all occurrences of "department chair" in the document shall be changed to "head of department, school, or program".

The Committee authorizes Dean Bartanen to make these revisions to the document during the summer and to distribute them to Committee members for their review.

IV. Freedom of expression.

Upon approving the minutes of the meeting of March 17, the Committee has completed the charge. Chair MacBain will report the results in a message to Senator Buescher, and to the chairs of the Student Life Committee and the Diversity Committee.

V. Guidelines for the use of Course Assistants in the Theatre Arts Department.

Spivey recommended approval of the guidelines (attached) with three corrections of the spelling "pedagogs" to "pedagogues". The Committee did approve, with remarks commending Theatre Arts on their thorough document.

VI. Amendments to the Faculty Code concerning faculty evaluation.

Chair MacBain announced that in its meeting of March 10, the Faculty approved two amendments incorporating changes to evaluation procedures for (full) professors and for associate professors who are not candidates for tenure or promotion. These changes had been recommended by the Committee in its 2014 year-end report to the Senate.

VII. Archiving of committee minutes.

Madlung raised the question why minutes of the Committee must be delivered to the Associate Deans' office in paper form with a written signature; he noted that the Committee has just now authorized electronic outside letters with electronic signatures. John Finney's opinion was reported, that for archiving purposes paper copies are still preferred to electronic ones. Even so, the Associate Deans' office can print out minutes that they receive electronically. The Committee agreed to recommend that all standing committees adopt such electronic delivery, relieving faculty of the task of delivering paper copies. The Committee also agreed that the date of posting on the University website be included with each set of minutes. This recommendation will be conveyed to the Senate for their dissemination.

VIII. The meeting adjourned at 8:53, a.m.

Respectfully submitted,

Douglas Cannon

Recommended Revisions to Interpretations of the Faculty Code
Professional Standards Committee 2014-15

Members: Kris Bartanen, Geoffrey Block, Douglas Cannon, Betsy Kirkpatrick, Tiffany MacBain (Chair), Andreas Madlung, Mark Reinitz, Amy Spivey

In the 2014-15 academic year, the Faculty Senate charged the Professional Standards Committee to “review all of the PSC interpretations of the Faculty Code to see if any have become obsolete by more recent interpretations and to ensure consistency of all interpretations with the current practice and policies on campus.” The PSC has completed the review and revised the interpretations as indicated below.

The PSC determines these revisions to be significant and so submits them in accordance with the instructions in the Faculty Code, Chapter I, Part G, Section 1: “If the Professional Standards Committee deems an interpretation to be of significant merit it shall issue a formal written interpretation which shall be delivered to the Faculty Senate for inclusion within the Senate minutes. Such interpretations shall also be forwarded to the Academic and Student Affairs Committee of the Board of Trustees for its concurrence.”

Not included below, but in need of revision to align with existing policies, is the Interpretation of Chapter VI (Grievances arising from allegations of sexual harassment). Dean of Diversity and Inclusion Michael Benitez will recommend changes to this Interpretation following the university’s Title IX review in the summer of 2015.

APPENDIX

Page 39, line 8: Because the Appendix contains current interpretations and interpretations that are no longer active, change “This Appendix contains current interpretations” to read “This appendix contains such interpretations.”

Page 39, lines 23-48: Given that technology has evolved to the point where it is easy to search PDFs, and given the potentially incomplete nature over time of the list of references to “working days” in these lines of the Code, the PSC recommends that lines 23-48 be deleted from the Appendix.

Page 40, lines 8-14: Because these lines are outdated and do not align with the language of the “Campus Policy Prohibiting Harassment & Sexual Misconduct” document, delete lines 8-14. Add to the end of this Interpretation (of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4) the line: “This policy aligns with the university’s conflict of interest provisions in the Code of Conduct as well as Section II, Part E (“Consensual Sexual Relationship”) of the Campus Policy Prohibiting Harassment & Sexual Misconduct.”

Page 41, throughout entire Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4: To bring the language of the Code into compliance with Title IX, as recommended by Dean for Diversity and Inclusion Michael Benitez, replace “spouse” with “partner,” and replace “children” and “child” with “dependent children.”

Page 41, lines 42-49: Committee members expressed concern about ambiguity in the text regarding the timing of PSC reviews of departmental guidelines for the use of course assistants. Change the sentences beginning with “Thus” in line 42 to read, “Thus each department employing course assistants should submit to the Professional Standards Committee a document that explains the duties, responsibilities, and supervision of course assistants. The PSC will review departmental statements for agreement with the guidelines. Upon obtaining committee approval, the department may then employ course assistants in accordance with the departmental document and need not submit that document again for PSC review until the guidelines in the Code or the departmental document are revised.”

Page 42, line 9: To bring the language of the Code into compliance with Title IX, as recommended by Dean for Diversity and Inclusion Michael Benitez, use the gender-neutral pronoun “their” instead of “his/her” in the phrase, “in their courses.”

Page 43, line 15: To correct a problem with sentence structure, the PSC recommends changing the first sentence of line 15 to read, “The evaluation process is clearly career-influencing.”

Page 43, lines 38-39: To correct a typographical error sending readers to an incorrect section of the Code, and to align with the recommended language for page 45, line 5 (below), the PSC recommends changing the lines to read: “If you have concerns regarding obligations under this policy, please refer to Chapter 1, Part D, Section 4 of the *Faculty Code* (‘Professional Ethics’) and/or speak with your head of department, school, or program or the Academic Vice President.” The font size and type should be the same as the surrounding document.

Page 45, line 5: “department head” becomes “head of department, school, or program.” Change sentence to read: “The faculty member must request that there be a delay in consideration for

tenure or promotion by writing to the head of department, school, or program and the Academic Vice President, normally no later than one semester before the scheduled evaluation.”

Page 46, Interpretation of Chapter III, section 4. To bring the language of the Code into compliance with Title IX, as recommended by Dean for Diversity and Inclusion Michael Benitez, replace “spouse” and “mate” with “partner.”

Page 47, lines 31-34: To correct outdated language (“photocopied”) and to affirm the writers’ ownership of their letters of evaluation, the PSC recommends that the lines read: “In the case of an open file, the faculty member being evaluated has access to letters in the evaluation file and may take notes while reviewing the file. If the faculty member desires copies of the letters, the faculty member must seek copies from the writers.”

Page 48, line 10: To clarify how outside letters should be solicited for faculty evaluations, add the following statement after the phrase “if they seem relevant”: “In consultation with the evaluatee, the head officer may also solicit appropriate letters from outside the department or university. When soliciting the letters the head officer will notify the letter writers of the status of the file as open or closed.”

Page 48, line 17: For consistency’s sake, change “confidential letters” to “a closed file.”

Page 48, line 18: For clarity’s sake, change “those individuals who submitted letters and a summary...” to “those individuals who submitted letters to the head officer and a summary....”

Page 48, line 19: To correct an error of reference, change “Faculty Code: Chapter III, Section 4, b (2) (a) and Section 4, b (2) (b)” to “Faculty Code: Chapter III, Section 4, b (2) (a) and Section 4, b (2) (e).”

Page 48, lines 29-30: Because the university affirms the validity of electronic signatures, change bracketed note to read: “As defined for purposes of interpretation, a letter of evaluation is a signed document.”

January 26, 2015

THEATRE ARTS COURSE ASSISTANT GUIDELINES: ACTING PEDAGOGUES

Philosophy:

Theatre Arts offers courses and creative activities in which students learn to make, understand and evaluate theatrical events. Each year the department awards scholarships to exceptional incoming and continuing students. Student scholars serve the department and its mission in a number of ways. Acting Pedagogues serve as course assistants in Fundamentals of Acting, Characterization and Craft, and The Actor and the Classical Repertoire.

Rationale:

Students who become Acting Pedagogues often demonstrate interest in teaching, ability in acting and directing, and a strong capacity to impart to their peers enthusiasm about theatre as a humanistic discipline. Acting Pedagogues support course objectives and student learning by:

- Providing more chances for individualized observation and critique
- Providing increased rehearsal time and feedback for performances
- Modeling strong leadership skills

Duties and Responsibilities of Acting Pedagogues

1. Acting Pedagogues may be used in THTR 110 (Fundamentals of Acting), THTR 210 (Characterization and Craft), or THTR 310 (The Actor and the Classical Repertoire).
2. Pedagogues attend class meetings on a regular basis throughout the semester (but do not need to attend every class session). They assist with setting up and restoring the space, observing and taking notes, critiquing individual and group scene work, leading vocal and physical warm ups, and demonstrating acting concepts in class and lab as requested by the instructor.
3. Pedagogues meet with the instructor outside of class on a regular basis to plan for class exercises or share observations of student rehearsals outside of class.
4. Pedagogues attend the performance of shows outside of class time with the class.
5. Pedagogues meet with individuals and groups of students outside of class to coach them for performance assignments.
6. Pedagogues complete the university's online tutorial regarding sexual harassment and sign a non-disclosure agreement.
7. Pedagogues stay in regular email contact with the instructor and respond to student questions over email.
8. Pedagogues alert the course instructor to any developing issues within student scenes and provide qualitative and quantitative information to the instructor about rehearsals and performances that factor into the grades for the class. In some cases, pedagogues will grade quizzes or exams from a key of answers. Pedagogues do not give subjective grades or enter grades on websites.

Duties and Responsibilities of Faculty Using Pedagogues

1. Instructors inform the students enrolled in the course about the role and duties of the pedagogue.
2. Instructors communicate with pedagogues regularly and in advance about schedules.
3. Instructors keep tabs on the pedagogues' time contributions and provide flexibility to keep the workload manageable.
4. Instructors share teaching, discussion, and coaching strategies with pedagogues and provide feedback about how the pedagogues are developing their skills.
5. Instructors provide mentorship to pedagogues about their work in the major and future work in theatre and education.

Selection of Pedagogues

Each spring, a scholarship application circulates in the Department of Theatre Arts. Students who wish to be considered for a scholarship in the next academic year submit an application and indicate their top three preferences for type of scholarship (as course assistants or for production support). The faculty meets across the spring to consider the scholarship applications, select recipients, and make awards. The criteria for placement includes past achievements in classes and department productions; collaborative history with peers and faculty; emerging or defined interests and talents; department need for leadership in particular areas; the student's past assignments and future goals; the balance of recipients. Scholarships may be awarded for one or two semesters of the next academic year and may be in different areas by semester, or the same are all year.

Supervision, Grading, Hours, and Confidentiality

- Pedagogues are supervised during their work with students in class. As the semester goes on, they have unsupervised coaching sessions with students and debrief about those sessions with the faculty instructor.
- Pedagogues interact with students in the acting classes to a high degree in order to facilitate the deeply interactive practice of theatrical collaboration.
- Acting Pedagogues average 6-8 hours a week on their work for the class. Higher hour weeks come during the run-up to final performances; some weeks have fewer hours to offset that busy time.
- Acting Pedagogues do not have access to the course grade book or any other confidential material. They do not see the instructor's evaluations of students. Any sensitive material pedagogues report to the instructor based on their observations prompts a discussion of confidentiality so pedagogues know how to protect the information.

Failure to fulfill this position to the best of your ability may jeopardize your future scholarships and recommendations.

THEATRE ARTS

COURSE ASSISTANT GUIDELINES: CORE PEDAGOGUES

Philosophy:

Theatre Arts offers courses and creative activities in which students learn to make, understand and evaluate theatrical events. Each year the department awards scholarships to exceptional incoming and continuing students. Student scholars serve the department and its mission in a number of ways. Core Pedagogues in the core classes and first year seminars serve as course assistants in Theatrical Experience and the Seminars in Scholarly Inquiry.

Rationale:

Students who become pedagogues in core classes and seminars often demonstrate interest in teaching, ability in acting and directing, and a strong capacity to impart to their peers enthusiasm about theatre as a humanistic discipline. Core Pedagogues support the course objectives and student learning by:

- Providing more chances for individualized observation and critique
- Providing increased rehearsal time and feedback for performances and writing.
- Modeling strong leadership skills.

Duties and Responsibilities of Core Pedagogues

1. Core Pedagogues may be used in THTR 275 (The Theatrical Experience) or SSIs 1 & 2 101 (Dionysus and the Art of the Theatre) or 190 (Translation on Stage or Sources and Adaptations).
2. Pedagogues attend class meetings on a regular basis throughout the semester (but do not need to attend every class session). They participate in discussion, help to lead acting exercises, and interact with students as a scene coach or writing respondent.
3. Pedagogues meet with the instructor outside of class on a regular basis to plan for class exercises or share observations of student rehearsals outside of class.
4. Pedagogues attend the performance of shows outside of class time with the class.
5. Pedagogues meet with groups of students outside of class to coach them for scene performances.
6. Pedagogues complete the university's online tutorial regarding sexual harassment and a nondisclosure statement.
7. Pedagogues stay in regular email contact with instructors and respond to student questions over email.
8. Pedagogues alert the course instructor to any developing issues within student project groups and provide qualitative and quantitative information to the instructor about rehearsals and performances that factor into the grades for the class. In some cases, pedagogues will grade quizzes or exams from a key of answers. Pedagogues do not give subjective grade or enter grades on websites.

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3. Instructors share teaching, discussion, and coaching strategies with pedagogues and provide feedback about how the pedagogues are developing their skills.
4. Instructors keep tabs on the pedagogues' time contributions and provide flexibility to keep the workload manageable
5. Instructors provide mentorship to pedagogues about their work in the major and future work in theatre and education.

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- Pedagogues interact with students in our classes to high degree in order to help facilitate the deeply interactive practice of theatrical collaboration.
- Core pedagogues average 4-8 hours a week on their work for class. Higher hour weeks come during the run-up to final performances; some weeks have many fewer hours to offset that busy time.
- Core pedagogues do not have access to the course grade book or any other confidential material. They do not see the instructor's evaluations of students. Any sensitive material pedagogues report to the instructor based on their observations prompts a discussion of confidentiality so pedagogues know how to protect the information.

Failure to fulfill this position to the best of your ability may jeopardize your future scholarships and recommendations.