CRITERIA FOR FACULTY EVALUATION DEPARTMENT OF THEATRE ARTS AND DANCE

Consistent with policy 6.1 Faculty Evaluation, Promotion, and Tenure, the Department of Theatre Arts and Dance follows the Student-Centric Faculty Engagement Model for all evaluations. According to SUU's evaluation criteria, the following two ratings of performance will be used by the Department of Theatre Arts and Dance:

1. **Acceptable Progress toward Faculty Engagement and Contribution Plan**
2. **Development Required (Followed by a detailed justification and a description of necessary actions)**

Each Faculty member's Engagement and Contribution Plan will consist of five (5) goals that fit within the categories of Teaching Effectiveness, Scholarship, and Service/Leadership. All three areas must be represented within a faculty members goals; however, a goal may integrate multiple categories.

Documentation of acceptable progress towards a Faculty member's goals as outlined in their Engagement and Contribution plan will be determined in collaboration with each faculty member's Promotion and Tenure Mentorship Team and the Department Chair. This determination should be outlined in the Engagement and Contribution Plan and justification for any changes or adjustments should be included in each Faculty member's Engagement and Contribution Report.

In addition to faculty responsibility as outlined in Policy 6.1, faculty in the Department of Theatre Arts and Dance are expected to adhere to the Code of Ethics published by the National Association of Schools of Theatre and the National Association of Schools of Dance.

Definitions:

Quality: Assessed in terms of artistic, academic, intellectual, or creative content of the work and its contribution to and impact on, relevant audiences (i.e. students, academic, or public/community).

Process: Assessed through the ability of a faculty member to articulate development of artistic, academic, intellectual and creative content.

Goal: A goal should be categorizable in any one or more of the three areas of faculty activity and it must include evidence-based justification.

Peer Review: Evaluation of a product by experts in the same or related occupation, profession, or industry. Peer-review for scholarly-creative practice must be an evaluation by a peer outside of the institution. Peer-review for all other areas may include evaluation from institutional peers.

1. Teaching Effectiveness

A goal within Teaching Effectiveness is one focused on the improvement of student learning outcomes in any number of different ways, including, curriculum development, modifications to existing curriculum, mentorship, pedagogical innovations, assessment strategies, high-impact practices, participation in workshops, learning communities, or grants based in SUU's Center for Excellence in Teaching and Learning, attendance at workshops and conferences, completion of relevant coursework, and earned certifications applicable to your work within the department.

The quality and process of Teaching Effectiveness can be assessed by:

- internal and/or external peer review
- involvement in instructional or curriculum development
- activities that contribute to the department's ability to serve its students
- student evaluations as needed and only in conjunction with other forms of assessment
- other feedback from students and/or peers
- Student work
- Self-assessment (as seen in both the Faculty Engagement and Contribution Plan and the Faculty Engagement and Contribution Report)

2. Scholarship

A goal within this area can be based in either product or process. Within the creative fields of Theatre Arts and Dance, quality scholarly/creative product cannot be achieved without ongoing development and time. Recognizing that process must eventually lead to quality scholarly/creative production, faculty should balance their focus on process with results. Therefore, an application for tenure should include at least two (2) scholarly/creative products that demonstrate high-quality, one of which must be completed outside of the institution.

Examples of scholarly/creative products, as outlined by the Department of Theatre Arts and Dance, might include

- publications
- presentations
- exhibitions
- professional conferences or workshops
- obtaining grants and endowments
- consulting
- producing reports and other information for academic/public/community
- works of acting, dance, staging, arts management, direction, choreography, design, writing, music composition, music directing, composition, or technical creations that are prepared for academic audiences, public/community audiences and/or student audiences.
- Earned certifications applicable to your scholarly/creative work
- Enrollment and completion of courses

In order for a scholarly/creative product to be considered, it must be peer-reviewed through a process approved by the department (i.e. adjudicated or commissioned work, invited presentations, auditioned/selected performances, externally evaluated documents, and peer or professionally reviewed publications).

The quality of scholarly/creative product can be measured by the:

- impact on relevant recipient
- impact on students, academic, or public/community
- standards, goals, and expectations of the department
- importance or relevance to the field
- performance or exhibition
- conference
- organization that commissioned or evaluated the work
- organization that auditioned or selected the artist
- Venue

Examples of scholarly/creative process, as outlined by the Department of Theatre Arts and Dance, might include, but might not necessarily be limited to

- The implementation or development of a technique, style, or form
- Community based practice
- A program of scholarly inquiry
- Service learning projects
- Devised theatre
- Studio based explorations that may not result in a defined product
- Experiential modes of development

In order for a scholarly/creative process to be considered it must be documented with an eye towards demonstrating development in self, students, community, or the department. Documentation might include, self-assessment, participant assessment, or progress reports, video, journaling, paperwork, drawings.

Faculty in the Department of Theatre Arts and Dance are expected to maintain annual on-going scholarly/creative activities as a satisfactory standard for professional performance. Productivity must take into account the workload and resources the faculty member has available for research and creative activities as well as the duration of a faculty contract.

3. Service/Leadership

Goals encompassed under service/leadership must contribute to the greater good of the Department of Theatre Arts and Dance, College of Performing and Visual Arts, the University, or broader community/public. The standard for the Department of Theatre Arts and Dance is that the faculty member is expected to direct an appropriate portion of their effort to Service/Leadership within the institution, participation in profession, and/or community Service. The Department Chair and Associate Chair is responsible for monitoring the service/leadership workload of their faculty to ensure that an inordinate amount of department/college/school/university/ad hoc service/leadership work has not been assigned, and that equity exists among members of the department.

Service/Leadership goals might focus on particular areas, including

- specific service initiatives to the department, college, and university
- engagement in meaningful committee work (whether it be on faculty senate, search committees, etc.)
- policy development
- mentoring students in university productions or outside projects
- advising organizations
- recruitment and retention
- Auditions and juries
- Workshops and adjudications
- Enrollment and completion of courses (e.g. enrollment in leadership training)
- Attendance at workshops and conferences (e.g. attendance at national accreditation conferences)

The quality of Service may be assessed by peer reviews, committee reviews, input from chair and/or other committee members. A satisfactory level of quality and productivity in Service should also include:

- active participation at faculty meetings
- willingness to participate in a fair share of committee assignments
- regular attendance and participation in the activities of committees
- willingness to take on special projects or assignments as requested by the dean, chair/associate chair or faculty as a whole

Professional Service includes such activities as holding office in local, regional, or national associations; serving on local, regional, or national committees; adjudication of events, etc.

Public/Community Service may include such activities as holding office in non-academic professional organizations or assisting in professional or community-based arts organizations.