

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

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

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.