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**East Tennessee State University Department of Theatre and Dance  
Criteria for Tenure and Promotion  
Third Year Review & Annual Faculty Peer Evaluations**

The following provides the criteria and methods of evaluation for tenure and promotion within the Department of Theatre and Dance, East Tennessee State University (ETSU). These guidelines supplement the policies and procedures found within the ETSU Faculty Handbook

<http://www.etsu.edu/senate/facultyhandbook/default.aspx>

### **1.1 Introduction**

The Department promotes the goals of ETSU by providing a high-quality program to our students (accredited by National Association of Schools of Theatre, NAST) and by conducting research, scholarly activity, and service.

The Department values colleagues who participate fully and candidly in the life of the Department. To encourage such participation, we adopt the following view of collegiality: *Collegiality will be assumed unless evidence to the contrary exists. Lack of collegiality means continued unwillingness to perform appropriate work assignments and/or to not work cooperatively with other faculty or staff.*

In the Department, the appropriate terminal degree for performance and production faculty is the MFA. The PhD is an appropriate terminal degree for non-performance and production related fields such as theory and history. The DMA (Doctor of Musical Arts) is appropriate for performance fields related to Musical Theatre.

### **1.2 Pre-Tenure Evaluation of Faculty**

The Department uses three formal methods for evaluating and supporting tenure-track faculty during the probationary period:

1. The tenure track faculty member is required to submit annual Faculty Activity Reports (FAR) to the Department Chair by September 15 of each year (or date set by the Dean). The Department Chair and the Dean of the College of Arts and Sciences then provide written feedback as part of the annual FAR process.
2. The Department will conduct an internal review of progress towards tenure and promotion during the third year of the faculty member's probationary period. The purpose of this review is to provide further guidance to the candidate with

respect to progress toward tenure and promotion. Documentation will be submitted by the candidate to the 3<sup>rd</sup> Year Review Committee (comprised of all tenured faculty in the Department) and also to the Chair of the Department on or before April 1 of their third academic year of employment. The 3<sup>rd</sup> Year Review Committee will review the documents and provide formal written feedback to the candidate and Department Chair. The Department Chair may or may not add additional comments. A meeting may follow between the candidate and the 3<sup>rd</sup> Year Review Committee in order to clarify and answer the candidate's questions about the report. Meeting notes will be taken and recorded. (Details on this process can be found in the addendum to this document.)

3. The Department Chair will appoint a Tenure and Promotion Mentor to each candidate by September 1 of the fifth year of service. The Mentor will serve as guide and consultant for the candidate as they prepare their materials for the tenure review and also serve as Chair of the candidate's Tenure Review Committee.

## **2.0 Tenure**

### **2.1 Overview**

Tenure is regarded by the Department of Theatre and Dance as a major step in a faculty member's professional career. The following pages set standards for tenure and provide guidelines for determining typical professional activities and their documentation. The Department holds that the burden of proof rests with applicants for tenure to document their effectiveness in teaching, research and/or creative activities, and service.

The guidelines in this document are designed to conform to the standards set forth by the University in the ETSU Faculty Handbook, and to define them as they apply to Department of Theatre and Dance faculty in particular.

### **2.2 Evaluation of Teaching**

To be recommended for tenure, candidates must demonstrate their mastery of relevant subject matter, their competence as teachers, and their commitment to teaching as a central element of academic life.

While a variety of subjects are taught in the Department, some elements define the quality of teaching regardless of subject matter. The Department values teaching methods that:

- Intellectually challenge students of all ability levels
- Require students to use and develop critical thinking skills
- Require students to use and develop oral communication skills
- Require students to use and develop writing skills
- Require students to use and develop creative skills
- Require students to use and develop research skills
- Require students to use and develop computer or technology skills
- Help students apply skills and concepts outside the classroom
- Challenge students to assume responsibility for their own learning behavior
- Are informed by thorough and up to date knowledge of the subject

- Present material in a clear, well organized manner
- Display the instructor's enthusiasm for the subject matter
- Display instructor work habits that can serve as a model for students
- Are responsive to relevant feedback from students or peers
- Are shared with colleagues to help them improve their teaching

*It is expected that an applicant will demonstrate accomplishment of some, but not all, of these elements of good teaching.*

The following teaching activities can be considered useful to the Department and University:

- Teaching large classes
- Teaching more than two preparations per term
- Teaching new preparations
- Assuming extra teaching duties
- Supervising interns, independent studies, labs, or practica
- Directing graduate work (theses, etc), serving on graduate committees, teaching graduate courses
- Teaching night courses and off-campus courses
- Teaching online and ITV course sections
- Teaching honors courses
- Teaching courses that support the core

Candidates *must* document teaching effectiveness by citing the following kinds of evidence:

- Samples of syllabi and assignments or tests
- Chair evaluations of teaching in the FAR
- Student Assessments of Instruction (SAI) results
- Peer Evaluations of Teaching per Department guidelines
- Reports of Teaching loads

Candidates *can* document teaching effectiveness by citing the following kinds of evidence (candidates are encouraged to provide a variety of evidence in the dossier):

- Examples of lecture notes and other teaching materials
- Copies of written or other assignments by students showing quality of student work and level of feedback provided by the instructor
- Testimonials from students, former students and others acquainted with the candidate's teaching
- Evidence of achievements by recent graduates of the program, demonstrating the quality of the training they received
- Attendance at professional conferences and/or teaching workshops, noting skills or material learned
- Dissemination of teaching methods through workshops and/or publications
- Written student comments on SAIs, especially when included by the Chair, noting that all comments for a given class are included in the dossier

Regarding the use of SAIs in Tenure decisions, SAIs will be used primarily to determine whether students respond “favorably” or “unfavorably” to an instructor’s methods. The Department will not make fine-tuned judgments about the quality of teaching based on SAI scores. The Department acknowledges that even superior instructors may not receive unanimously favorable ratings, and that unanimous popularity is not necessarily evidence of teaching quality.

### **2.3 Evaluation of Research and/or Creative Activity**

To be recommended for tenure, the candidate must demonstrate they conduct and disseminate significant original research or creative activity that contributes to the development of their respective disciplines. Candidates for tenure must demonstrate success in producing research and/or creative projects that have met the test of review by experts in the field (via critical peer evaluation and/or professional acceptance in a manner appropriate to the field in question). In the Department, research is defined as the development and validation of new knowledge. This can be achieved through the more traditional avenues of academic research such as publishing articles or books, or by producing creative works. Creative achievement is understood to mean significantly original or imaginative accomplishment in Theatre or Dance related art forms. Creative achievement can be accomplished in a variety of ways, including (but not limited to) theatre and/or dance productions, script writing, design, performance, choreography, and other artistic methods related to the fields of Theatre and Dance. Documented evidence of the significance of these works can be achieved in a variety of ways, and the onus is on the candidate to clearly make this case.

In addition to assessing the quality of individual publications and presentations, prestige of the level of dissemination will also be considered. The candidate’s research and creative activity dossier will be judged with consideration of the following:

- Regularity of publication or presentation
- Creative and intellectual development over time
- Reputation in the field
- Promise for future growth

*The Department stresses the quality of research and/or creative activities over quantity when making recommendations about promotion. Candidates shall provide evidence of the quality of their research and/or creative activity. To this end, candidates are urged to request external peer reviews of their research and/or creative activities. Candidates should meet with the Chair of the Department about obtaining external reviewers no later than the fall of their 5<sup>th</sup> year of employment.*

### **2.4 Evaluation of Service**

The Department values service to students, colleagues, the University, the discipline or profession, the community, and the region. To receive full credit for service, candidates shall document the quality of their service. The following kinds of evidence may be used:

- Documentation of tasks performed relating to student academic advising including methods, numbers, and quality of student advisement
- Documentation of tasks performed as adviser of a student organization, and/or organizational accomplishments the advisor helped achieve
- Documentation of attendance to meetings and tasks performed as a member of Departmental or University committees
- Evaluations by superiors and subordinates of administrative performance
- Descriptions of professionally relevant service to community, discipline, or profession
- Documentation of duties and achievements when serving as an officer or member of a professional organization
- Chair evaluations of service in the FARs

Service will be valued more highly if candidates can document how the work has benefited the Department, the College and/or the University. Ideally, candidates will demonstrate willingness and an ability to work effectively with colleagues to support the mission of the institution and the common goals both of the institution and of the academic unit.

### **3.0 Promotion**

#### **3.1 Overview**

The previously stated criteria for Tenure should also be referenced for promotion, with the following additional points to consider for **Promotion to Associate Professor**:

- Candidates should have established a reputation as an excellent teacher as judged by their peers in the Department (as demonstrated in peer reviews), and by students as documented in the Student Assessment of Instruction (SAI) reviews.
- Candidates should have active research and/or creative agendas—with research and/or creative activities at minimum showing strong regional success and targeted at national recognition (beyond the scope of our immediate region).
- Candidates are expected to contribute to the life and the committee work of the Department and the College, and University-wide committee work is encouraged. They should have some service involvement with their profession (active membership and/or leadership in related organizations).

The criteria for Tenure should also be referenced for promotion, with the following additional points to consider for **Promotion to Professor**:

- Candidates should have established a reputation as an excellent teacher as judged by their peers in the Department (as demonstrated in peer reviews), and by students as documented in the Student Assessment of Instruction (SAI) reviews.
- Candidates should demonstrate excellence in research and/or creative activities. Candidates should show a record of consistently high quality work and demonstrate strong national recognition for their research and/or creative activities in order to achieve the rank of Professor.

- Candidates are expected to demonstrate leadership in committee work for the Department, the College and the University. They should have considerable service involvement with their profession (active membership and leadership in related organizations).

*Candidates should also be sure to reference the ETSU Faculty Handbook and the ETSU College of Arts and Sciences Guidelines for Tenure and Promotion.*

<http://www.etsu.edu/senate/facultyhandbook/default.aspx>

[http://www.etsu.edu/cas/documents/pt\\_college\\_guidelines\\_2014.pdf](http://www.etsu.edu/cas/documents/pt_college_guidelines_2014.pdf)

### **ETSU Department of Theatre and Dance Third Year Review**

The Department will conduct an internal review of progress towards tenure and promotion during the third academic year of the faculty member's probationary period. The purpose of this review is to provide further guidance to the candidate with respect to progress toward tenure and promotion.

- The candidate should consult with the Chair by early January of the candidate's 3<sup>rd</sup> academic year of employment in order to schedule a Third Year Review meeting during the month of April. The committee must be informed of the date and time of the meeting by the beginning of February.
- Third Year Committee will attend this meeting, and the committee will be comprised of all tenured faculty members in the Department of Theatre and Dance. The Department Chair will appoint a Chair of the 3<sup>rd</sup> Year Committee who will write the final committee report.
- The candidate will submit documentation to the Third Year Review Committee and the Department Chair no later than April 1 (or at least one week before the meeting). The documentation should be well-organized and should contain the following:
  - Current vita
  - Documented evidence of research/creative activities since the start of employment at ETSU
  - Evidence of service since the start of employment at ETSU—including advisement, Departmental, College, and University committees, all relevant institutional, professional, and community service
  - Annual peer review evaluations and student evaluations (all evaluated courses from each of the five previous semesters). Syllabi from spring semester and all courses taught the previous five semesters and other evidence of teaching activity since employment at ETSU.
  - FARs from last two years.
  - Candidates may choose to include a written narrative and a visual presentation in addition to these materials listed above.

The committee and committee Chair will document the strengths and weaknesses of the candidate's progress toward tenure and promotion. The assessment will be in the form of a written report submitted by the Chair of the Third Year Review Committee to the Department Chair by May 1 of the 3<sup>rd</sup> Year. The Department Chair

may or may not add additional comments, and the report will then go to the candidate by May 7.

A meeting may follow between the candidate and the 3<sup>rd</sup> Year Review Committee in order to clarify and answer the candidate's questions about the report. Meeting notes will be taken and recorded.

The Third Year Review document will form part of the candidate's tenure application.

## **ETSU Department of Theatre and Dance Annual Faculty Peer Review**

### **Assistant Professor**

All Assistant Professors will be assigned a faculty member of higher rank, guided by the Department Chair, early in the fall and spring semesters of each year. By October 1 in fall, and March 1 in spring, the individual being evaluated will provide the evaluating faculty member with the following:

- Syllabus for the course to be observed, and other relevant course materials
- Access to the D2L site for the course
- Days and times of available courses to be observed

The evaluating faculty member and the faculty member being evaluated will work together to determine the target class. Ideally the classroom observations will occur on at least two separate occasions and should take place in the month of October. After careful study of the course materials, and after visitations to the classroom, the evaluating faculty member will write a report submitted on the standardized form (see attached). The report will cover the professor's teaching performance. The evaluating faculty member will submit the report to both the faculty member and the Department Chair for their review and signature by December 1. The Department Chair will keep a file copy of the report and include comment about the review in the FAR the following academic year.

### **Associate Professor**

All Associate Professors will be assigned a faculty member of higher rank, guided by the Department Chair, early in the fall and spring semesters of each year. By October 1 in fall, and March 1 in spring, the individual being evaluated will provide the evaluating faculty member with the following:

- Syllabus for the course to be observed, and other relevant course materials
- Access to the D2L site for the course
- Days and times of available courses to be observed

The evaluating faculty member and the faculty member being evaluated will work together to determine the target class. Ideally the classroom observations will occur on at least two separate occasions and should take place in the month of October. After careful study of the course materials, and after visitations to the classroom, the evaluating faculty member will write a report submitted on the standardized form (see attached). The report will cover the professor's teaching performance. The evaluating faculty member will submit the report to both the faculty member and

the Department Chair for their review and signature by December 1. The Department Chair will keep a file copy of the report and include comment about the review in the FAR the following year.

**Professor**

Due to their comprehensive record of teaching, research, and service, Professors will not be required to undergo an annual peer evaluation. They will be called upon to serve as evaluators for both Assistant and Associate Professors, contributing further service to the Department, College, and the University. They will still submit an annual faculty report (FAR).

## **ETSU Department of Theatre and Dance Peer Review of Teaching Form**

### **Class Evaluation**

Course Number and name of class visited:

Course Enrollment:

Dates of classroom visits (ideally 2 visits):

Based on the evaluator's classroom observations, does the teacher meet or exceed acceptable departmental standards and practices of teaching?

Yes

No

### **Comments Regarding Observed Teaching**

Consider the class objectives, communication skills, methods of presentation, use of visual aids, ability to conduct discussions and/or critiques, interaction with students, and demonstrated command of the subject matter presented.

Identify specific examples of classroom effectiveness:

Identify specific examples of needed improvement:

Provide constructive suggestions for improvement:

### **Comments Regarding Support Materials**

The faculty member should provide the reviewer additional materials related to this course (syllabus, D2L course site, and other support materials). Please consider these support materials and comment on their effectiveness.