

Addendum to the College of Fine Arts Criteria for Faculty Appointment, Reappointment, Promotion, Tenure and Merit Increase, as applied to the School for Classical & Contemporary Dance.

## TENURE/PROMOTION FACTORS TO CONSIDER FOR THE SCHOOL FOR CLASSICAL & CONTEMPORARY DANCE

The university criteria and the College of Fine Arts interpretation of the criteria apply to all tenurable appointments in the School for Classical & Contemporary Dance. These criteria and interpretations are found in the *Handbook for Faculty and University Staff* and in the College of Fine Arts document, “*An Interpretation of General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure and Merit Increases*”.

Each faculty member is evaluated in terms of achievement in the following categories: 1) teaching, 2) artistry/creative activity and/or scholarship, 3) advising, 4) service to the University, the profession and community including active participation, acceptance and respect in the professional area in which the faculty member specializes, 5) continued professional development. For all ranks, performance is expected to be distributed across all categories with priority being given to 1) teaching and 2) artistry/creative activity and/or scholarship. Outstanding performance in one or more areas is not a substitute for inadequate performance in others.

### I. TEACHING

A profile of a successful candidate for tenure and promotion includes the ability to demonstrate a range of instruction that encompasses:

- The ability to articulate (verbally or written) a personal belief system regarding dancer education reflective of a commitment to the students’ growth as a dancer;
- Communication of course content;
- Instruction that appropriately challenges students’ capabilities for furthering their cognitive, psychomotor and affective knowledge of the discipline.

Teaching, in dance, takes place in the classroom, in the studio, and in the context of performances and lecture/demonstrations. Criteria that may be used in assessing teaching quality and effectiveness include:

- 1) Appropriate loads as assigned by the chair in consultation with a faculty member;
- 2) Evaluation of teaching quality by:
  - a) Students: Student Perceptions of Teaching [SPOT], letters, informal communications;
  - b) Colleagues in the department as evidenced by:
    - Observation of teaching
    - Participation in classes taught by the individual
    - students’ knowledge and skills mastered in classes taught by the individual (i.e. prepared for upper level courses);
  - c) Alumni who have been taught by the faculty member

- d) Professionals in the field who offer written evaluation of student capabilities in apprenticeships and job performance (reflecting effective teaching);
- e) Professionals in the field who have observed teaching by the faculty member;
- 3) Teaching portfolio;
- 4) Innovations in teaching introduced by the faculty member which lead to improvement in the teaching/learning experience;
- 5) Periodic revision of course materials to update and remain current;
- 6) Introduction and development of new courses supportive of the expanding profession and reflective of current career opportunities;
- 7) Invitations to guest teach at international, national, regional, state, and local levels

## II. RESEARCH: ARTISTIC, CREATIVE, SCHOLARSHIP

An understanding of what constitutes Artistry/Creative Activity and Scholarship in dance is critical to make an informed judgment of a faculty member's achievement in these areas. Artistry/Creative Activity is interpreted by the department as the creation of original works as well as the direction of, or performance in artistic productions. Scholarship is the creation and dissemination of cognitive knowledge developed through written research.

This department recognizes that faculty members will have individual inclinations, interests and talents. Artistry/Creative Activity and Scholarship are both valued and encouraged. Work in these two areas is not expected to be equally distributed.

### A. ARTISTIC AND CREATIVE

Faculty reviewed in this category must present a high quality of performance as indicated by presentation of works performed, choreographed and/or directed in juried or invited forums. This includes but is not limited to solo concerts, shared concerts, choreographer's showcase concerts, professional and university concerts, festivals, competitions and the like. Artistic success must be measured through professional critical review and/or peer evaluation by recognized and respected persons in the arts community – local, national, international.

Artistic work produced by faculty members will be evaluated on the basis of 1) **quality**, 2) **forum** in which the work was presented, 3) **amount** of work produced (performed, choreographed or directed) and **frequency** of performance venues of the work.

- 1) Several indices of **quality** may be used in the evaluation of artistic productivity.
  - a) Acceptance of artistic works within the discipline.  
This may be exemplified by:
    - 1) Having one's creative work presented at recognized dance forums;

- 2) Evidence of activity in the field (dance and dance-related areas);
- 3) Faculty may seek review through established peer review systems. Invited peer review of the faculty member's work is also an option. [NOTE: The faculty member, with the approval of the departmental chairperson and the concurrence of the Dean, may invite two colleagues external to Texas Christian University to serve as a jury of the work submitted. One other jury member must then be appointed by the chairperson.]

b) Significance of the individual project

Since the parameters of this criterion often vary according to professional disciplines, it is the individual faculty member's responsibility to submit evidence appropriate as to this quality indicator.

c) Relative contribution of the faculty member to the artistic work submitted for evaluation in cases of collaborative works.

The individual faculty may submit evidence describing his/her levels of contribution to the works.

2) Acceptable **forums** for juried and invited choreography, performances and/or directorships may include but are not limited to:

- a) Self-Produced solo and/or shared concerts;
- b) Participation in concerts, festivals and competitions;
- c) Design, direction, and/or production of artistic/theatrical projects;
- d) Guest artist appearances and/or performing at any of the following levels: international, national, regional, state, and local;
- e) Other forums – A faculty member who submits evidence of artistic work that is not described in any of the above forums is responsible for submitting supportive evidence relative to:
  - 1) Quality;
  - 2) Forum in which the work was presented;
  - 3) Amount of work produced (performed, choreographed or directed) and frequency of performance venues of the work.

3) Faculty members are expected to demonstrate an **amount** of artistic productivity appropriate to the purpose of their evaluation (i.e. reappointment, promotion, tenure, and merit increases). [NOTE: Refer to the College of Fine Arts Criteria for Faculty Appointment, Reappointment, Promotion, Tenure and Merit Increase.] Annual involvement in the field and success of artistic endeavors is expected.

Evaluative processes may include:

- Department Advisory Committee reviews
- Critical review/published reviews
- External peer reviews
- Internal peer reviews

- Letters of reference regarding artistic merit
- Other appropriate review processes may be considered.

**\*\* NOTE: It should be noted that the Fort Worth/Dallas region is a nationally recognized arts center. The region is a respected venue in which to produce or present work.**

#### A. SCHOLARSHIP

Scholarship, in the School for Classical & Contemporary Dance, refers to publishing in recognized refereed journals, in books and book chapters, and in other professionally related publications in the discipline. The department recognizes that scholarship in the field of dance may also include invitations or commissions to publish in publications that are non-refereed, but of equivalent status. In such case, the faculty member and the department are responsible for explaining clearly the nature and significance of the publication.

In congruence with the tenure criteria of the TCU College of Fine Arts, evidence of scholarly activity is classified as primary and secondary. Primary evidence of scholarship is publication in refereed forums. Secondary evidence of scholarship is oral presentation of research at professional meetings through open competition, invitation, and rigorous evaluation.

Given that the time and rates of acceptance and publication vary across the outlets for scholarship in dance, that the range in quality and contribution to the field is considerable, and that the amount of effort to prepare a manuscript for publication varies, the department cannot specify a minimum number of papers and/or publications that the faculty member must produce. Rather, scholarship will be evaluated on the basis of: 1) quality, 2) the forum in which it appears, 3) amount of work produced, and 4) frequency of scholarly activity.

- 1) Several indices of **quality** may be used in the evaluation of scholarly productivity:
  - a) Acceptance of scholarship within the discipline. This may be exemplified by:
    - i) Having a substantial portion of one's publication within the discipline. Publication within related disciplines will be evaluated at the discretion of the department.
    - ii) Evidence of the frequency with which an individual's work is cited by other authors.
    - iii) Invited peer review of the faculty member's works.
  - b) Significance of the individual project based on evidence submitted by the faculty member.
  - c) Relative contribution of the faculty member to the scholarly work submitted for evaluation. In cases of single authorship this indicator is clearly demonstrated. In cases of multiple authorship, the faculty member should submit evidence describing her/his individual level of contribution.

- 2) Acceptable **forums** in which scholarly works should appear include, but are not limited to:
  - a) Primary evidence of scholarship:
    - i) Books and book chapters;
    - ii) Refereed journals, professional publications, and electronic publishing/online publications (where professional editorial process has occurred);
    - iii) Critical/analytical magazine or newspaper journalism;
    - iv) Published proceedings of a professional conference or meeting;
    - v) Scores, published notation and/or development and publication of computer technology.
  - b) Secondary evidence of scholarship:
    - i) Presentation of research reports, papers, seminars, and workshops at professional meetings and scholarly symposia;
  - c) Other forums not described above require the faculty member to submit evidence of the scholarly work in regard to quality and the forum in which it appears.
- 3) Faculty members are expected to demonstrate an **amount** of scholarly productivity appropriate to the purpose of their evaluation regarding reappointment, promotion, tenure, and merit increases. {NOTE: Refer to the College of Fine Arts Criteria for Faculty Appointment, Promotion, Tenure, and Merit Increase.]
- 4) Faculty members are expected to demonstrate **frequency** of scholarly work. The faculty member is expected to maintain continuity in terms of involvement, productivity, and development of scholarly work in the discipline.

### III. ADVISING

Academic advising is an important faculty function that encompasses both academic and career counseling. Advising activities include, but are not limited to, helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors/minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member's understanding of the University Curriculae: TCU Core Curriculum (TCU CC), major and related requirements. Knowledge of university policies, procedures and special programs (i.e. Honors, Credit by Examination, probation) is expected.

The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evaluation of the quality of advising should include a review of accuracy of the information disseminated and advising techniques reflected in the student/faculty advisor interactions. Some factors to be considered in the review are:

- Scheduled advising periods appropriate to individual student needs
- Accessibility for informal advising throughout the school year

- Number of advisees
- Preparation for advising (i.e. advising workshops, maintaining current information on changes in policies & guidelines regarding advising).

Other criteria that may be used to assess a faculty member's dedication to advising could consist of solicited and unsolicited feedback from students and Colleagues.

#### IV. SERVICE TO THE UNIVERSITY, TO THE PROFESSION, AND TO THE COMMUNITY

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service in the three areas may not always be equally distributed.

Evaluation of service should include consideration of:

- 1) Committee memberships;
- 2) Committees chaired;
- 3) Time devoted to committee meetings;
- 4) Scope and complexity of a given committee assignment;
- 5) Contribution to professional meetings;
- 6) Contribution to community activity (is);
- 7) Conducting seminars, workshops, and master classes;
- 8) Performance presentations;
- 9) Adjudicating festivals, competitions and aspects of artistic programs;
- 10) Consulting or editorial services;
- 11) Guest lectures and/or presentations
- 12) Appearances before arts and other appropriate associations;
- 13) Participation on boards of directors;
- 14) Participation in departmental activities and/or assignments;
- 15) Service on panels evaluating grant applications;
- 16) Other responsibilities accepted of a service nature within the university, profession or community.

#### V. CONTINUED PROFESSIONAL DEVELOPMENT

Faculty members are expected to remain current with regard to professional knowledge, skills and developments within their disciplines and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies. Evaluation of professional development may include but is not limited to consideration of:

- 1) Attendance at or participation in professional meetings, dance-related workshops, master classes, seminars and performances;
- 2) Receipt of research and faculty development grants;
- 3) Receipt of professional certifications;
- 4) Accumulation of continuing education credits.

Faculty members may submit evidence of professional development in categories not listed above.

VI. CONDUCT IN ACCORD WITH THE STATEMENT ON PROFESSIONAL ETHICS

- A. Faculty members are expected to comply with the Statement on Professional Ethics adopted by the Faculty Senate on February 4, 1993.

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