



TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS [900417](#), Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS [980204](#), Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS [820317](#), The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted ***have been approved*** by the tenure unit ***and*** college dean.

Tenure Unit: Dance

College/Unit:

- | | | | | |
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| <input checked="" type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input type="checkbox"/> CHSS | <input type="checkbox"/> COM | <input type="checkbox"/> NGL |
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Standard:

- Promotion and Tenure
 Post-Tenure Review
 Faculty Evaluation System (FES)

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Department Chair

Ronald E. Shields
Ronald E. Shields (Dec 16, 2022 13:10 CST)

College Dean

Provost & Sr. VP for Academic Affairs

Department of Dance Performance Standards

For Tenure and Promotion

Revised October 31, 2022

The Department of Dance adheres to Sam Houston State University's Academic Affairs policies in all matters related to tenure and promotion. The standards, criteria, and processes presented in this document are intended to supplement the university's guidelines, outlining expectations specific to the Department of Dance in the three areas of consideration: teaching, creative and scholarly research, and service. In addition to demonstrating merit across all three areas, faculty members are expected to conduct themselves professionally and in support of the missions of the Department of Dance, College of Arts and Media, and Sam Houston State University.

The Dance Department Promotion and Tenure Advisory Committee (DPTAC) evaluates its faculty members for reappointment, tenure, and promotion at regular intervals, as specified in the following university policies:

- Academic Policy Statement 900417: Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- Academic Policy Statement 980204: Performance Evaluation of Tenured Faculty
- Academic Policy Statement 820317: Faculty Evaluation System of Tenured and Tenure-Track Faculty

Standards apply to three distinct purposes:

1. Probationary faculty reappointment, tenure, and promotion to Associate Professor (see APS 900417)
2. Promotion to Full Professor (APS 900417)
3. Periodic evaluation of tenured faculty (APS 980204)

These standards are also expected to align with the annual Faculty Evaluation System (FES), as described in APS 820317). Detailed criteria for each purpose are outlined further below.

For each level of review, the faculty member will prepare a portfolio demonstrating their performance in teaching, creative/scholarly research, and service. The portfolio consists of the following:

- The faculty member's current curriculum vita, including all academic training, professional certifications, work experience, creative/scholarly research, grants (both external and internal), commissions, honors, awards, memberships in professional organizations, and other special recognitions.
- Each annual FES summary report submitted for the period under review. (Annual review by Department Chair.)

- A narrative for each of the three areas under review. The three narratives should summarize the development of the candidate's teaching, research, and service activities over the review period. Faculty members should provide clear context for their work and detail their plans for ongoing professional growth. In writing the narratives, faculty should be conscious of a broader group of reviewers than their peers in the SHSU Department of Dance, clearly explaining the value of their work for those reviewers less familiar with the standards, terminology, and practices assumed within the academic dance community.
- Supplementary materials that support the faculty member's merit in each area should be included. Addenda such as critical reviews, letters attesting to mentoring excellence, videos of rehearsal processes, or other materials can illuminate the significance of the faculty member's contributions and achievements beyond what might be gleaned without their inclusion. In determining which supplementary materials to include, faculty should use their judgment but may also consult their senior faculty mentor, the Chair, or others for advice regarding the inclusion of specific documents and the quantity, organization, and length of those supplements. The relevance of these supplementary materials should be evident in the respective narrative.

The portfolio should be uploaded to the university's designated online system by the second Monday in January. The timeline for review, recommendation, and the appeals procedure are specified in the academic policy statements referenced above.

Teaching

Excellence in teaching is a primary expectation of all Dance faculty. Dance faculty normally teach nine credit hours in the fall and spring semesters. As members of a department that offers a terminal degree, dance faculty are expected to maintain graduate faculty status, teach courses that support the graduate curriculum, serve on/chair thesis committees, and remain professionally engaged and current in their areas of expertise.

The following supplementary documents must be included in the portfolio:

- Syllabi for all courses taught within the review period
- Student evaluations (IDEA) for all courses taught within the review period
- Peer evaluations
- Department chair's annual evaluations (FES)

IDEA evaluations provide valuable information from the student perspective and are therefore an important indicator of faculty effectiveness. The IDEA instrument includes both numerical assessment and an opportunity for students to submit comments. Faculty should communicate to

their students the importance of participating in both parts of the evaluation process. Narrative responses provide valuable information beyond the numerical response and are considered in the review of teaching effectiveness. The scores for “excellent class” and “excellent teacher” are used to determine the score for each course. Those scores for each course taught in the semester are averaged to determine an overall score. The Department recognizes that some course types are generally better received by students than are others. Dance technique courses at all levels usually receive the highest student ratings, followed by choreography courses. Theoretical and applied courses often are rated lower. Graduate courses historically receive the broadest range of student ratings. These factors are taken under consideration. Faculty in Dance typically teach across the curriculum, which generally balances the average score received. Dance defines an average score of 3.2 each semester as the minimum standard for effective teaching. 3.7 or above denotes excellence in the classroom. Lower overall scores will prompt discussion with the chair and potentially lead to a plan for improvement.

Teaching-related responsibilities provided below are expected from all dance faculty members every year in the Dance department. The distribution of assignments will be discussed by the full dance faculty and will be confirmed by the Chair. Efforts will be made to equitably divide advisement and mentoring duties, considering multiple factors, including current student enrollment, faculty members’ expertise, and the current number of faculty in the department.

- Thesis committee mentorship. Provide separate accountings of theses chaired and those on which the faculty member served. List the student’s name, thesis title, and completion date for each thesis.
- Student academic advising completed each semester. Specify the number of students and their classifications (BFA, MFA, dance minor, other).
- Supervision of graduate teaching assistants, as assigned by the Chair. Include each student’s name, the class(es) observed, and all feedback/assessment documents.
- Mentorship of BFA students annually for Sophomore Gate, as assigned by the Dance BFA coordinator.

Additional activities and indicators of effective contribution to the department’s teaching mission should be fully documented. Examples include, but are not limited to:

- New course development, submission, and adoption into the curriculum
- Significant revisions to an existing course
- Mentorship of graduate independent studies
- Mentorship of undergraduate independent studies
- Mentorship of Honors College projects
- Mentorship of choreographic projects
- Mentorship of graduate research
- Mentorship of undergraduate research
- Nominations by students for excellence in teaching
- Awards for excellence in teaching

- Professional development related to teaching (may include professional certifications, workshops, programs, or activities outside the university)

Creative and Scholarly Research

Sustained, high-quality engagement in research grounded in the field of dance is required for all tenured and tenure-track faculty members in dance. Excellence in research is evidenced by contributions of new work or new perspectives in the field, contribution to ongoing discourse with peers, and development of expertise. Engagement in excellent research extends the reputation of the department and is expected to reflect well on the university. Graduate faculty status, required for all dance faculty, is contingent upon the robust pursuit of research appropriate to the individual's area of pedagogy and focus within their field. Both creative and traditional scholarly research is valued in the dance department and is held to high standards. Collaborative scholarship is also meritorious, though clarification of the role performed within the collaboration is important.

Faculty members develop a research agenda demonstrating depth, innovation, and evidence for sustained contributions to the field of dance. The faculty member will prepare a portfolio that demonstrates the cumulative body of research activities, showing a coherent trajectory of research, contextualizing the breadth and depth of each project, and defining their role within the work done. The relevance of the research to the field of dance should be clearly narrated.

Merit in research will be evaluated by considering the productivity, quality, and impact of the body of work. Consistent productivity across the time of review is essential, as is the evidence for sustained productivity. An average of two (2) research projects presented or published per academic year is deemed the minimal level of productivity. Consideration is given to the variations in time and resources required for different projects. Repeated presentation of the same work across time and different venues is viewed as one (1) research endeavor unless significant changes are made and a compelling case is made regarding ongoing research.

The quality of research and its relevance to the field of dance must be clearly demonstrated. The DPTAC, Chair, and additional reviewers must have access to samples of research activities, such as links to videos of a performance or the inclusion of papers submitted for publication. Additional documentation supporting research activities is essential. External reviews, peer reviews, letters confirming selection for inclusion in a professional concert or festival, and documentation of commissions and grants awarded provide credible evidence. Other forms of support may be useful as well. Faculty members may consult with the Chair or senior faculty members regarding the value of including specific supporting documents.

The measures of impact are, to a degree, entwined with the quality of research. The awarding of commissions and grants implies an evaluation of quality, as does having work selected for a

professional festival or being able to fill the house of a professional theater. Audience reception and commercial success are also indicators of impact. Impact need not be measured solely by how much funding was awarded or where something was presented. The reputation of the venue where work is shown, the audience reached, and other factors affect the scope of impact.

External reviews serve to give additional expert perspectives on the research portfolio. The goal is to obtain a minimum of two external reviews for supplementary evidence of expertise in the faculty member's tenure and promotion portfolio. The Chair will provide the names of two external reviewers, generally tenured dance professors, preferably in programs that offer BFA and MFA programs. At least three months before the review portfolio is due, the member under review will provide the names of two external reviewers to the Chair. Past collaboration and personal or professional relationships that could create bias should be disclosed and optimally avoided. The DPTAC will also propose up to five names of external reviewers to the Chair. The Chair will draw X names from each list and directly contact the reviewers, passing reviewers' anonymous evaluations on to the committee. Though reviewers provide an assessment of the faculty member's research portfolio, they do not indicate or determine whether the faculty member should receive tenure and promotion.

Service

All faculty members must demonstrate a continuing commitment to high-quality, impactful service to Sam Houston State University, the profession/academic discipline, and the community. The DPTAC's evaluation of service will focus on the quality, scope, and time commitment of the service performed. The faculty member prepares a narrative statement that summarizes their service. When possible, documents attesting to the service should be included.

Service to the department is critical to the effective functioning of the dance unit. Baseline expectations that must be met by all tenured/tenure-track Dance faculty include active and consistent participation in the following:

- Departmental faculty meetings
- Production meetings (when the faculty member is part of the production)
- Ongoing departmental development meetings
- Departmental committees
- BFA program admission audition process
- MFA program admission process
- Attendance of Dance department programming, including thesis concerts, Dance Spectrum, Senior Studio, Dances@8, and MastersofDance. Attending a performance rather than a rehearsal is preferable when possible.
- Recruitment events (e.g. Saturday@Sam, Preview@Sam, etc.)
- Representation of the department at recruitment events and/or master classes organized at fine arts high schools such as Booker T. Washington School of Performing and Visual Arts

(Dallas), The Kinder School (Houston), and The National High School Dance Festival (typically held on campus at Point Park)

- Commencement and convocation attendance

The Chair and senior faculty mentors counsel junior faculty members regarding the balance of service, research, and teaching. It is important that extensive service commitments do not interfere with the junior faculty member's teaching responsibilities or the successful development of research. An expansion of service activities beyond the above expectations is an expected outcome, with positions of leadership and a broader connection to the community. The following examples are neither exhaustive nor restrictive:

- Advisor for a student organization
- Administrative leadership
- Committee leadership
- Direction/review of aspects of annual curriculum assessment
- Direction of special projects, conferences, and festivals
- Acquisition of resources
- Cross-disciplinary coordination of an event
- Significant departmental support, such as advising minors in Dance
- Community engagement activities
- Presentation of works as requested by university administration, including scholarship luncheon presentations, holiday parties, academic awards dinner, and similar events
- College and university level committee participation
- Participation in Faculty Senate
- Leadership roles in national or international, discipline-specific organizations such as the American College Dance Association, National Association of Schools of Dance, and National Dance Education Organization

Standard Periods for DPTAC Review

Mentorship of faculty is standard procedure in the Dance department. Early in the faculty member's first semester on the tenure track, the Dance department Chair will schedule a meeting to review the current performance standards approved in Dance. In this meeting, the Chair will also ensure the new Assistant Professor can access the faculty handbook. The Chair will assign a senior faculty mentor from the department. The mentor serves as an advisory resource. When feasible, the mentor will schedule at least one opportunity to observe a class each semester, with a follow-up meeting and documentation that goes into the teaching portfolio. Mentors may also be consulted regarding the organization of the review portfolios. They may relay information about upcoming, relevant opportunities. If the mentorship relationship proves to be unsatisfactory, either faculty member should consult the Chair about an alternative mentor. The goal of the department

is to guide faculty to success in the academy. Ultimately, it is the faculty member's responsibility to perform well in the three areas of consideration and document their accomplishments effectively.

Third-Year Review

The DPTAC will comprehensively review tenure-track faculty at the midpoint of the probationary period, normally in the third year. This formal review gives the candidate an assessment of their performance thus far in teaching, research, and service. The DPTAC report will identify strengths, deficits, and challenges, providing detailed recommendations for improvement. The candidate will subsequently have sufficient time before the tenure review to implement recommendations commensurate with expectations for tenure.

Tenure and Promotion to Associate Professor

Tenure-track faculty undergo a probationary period, typically six academic years. This time allows the candidate to develop professional and academic competencies. Six years is sufficiently extended for the candidate to demonstrate their ability to sustain standards and deepen their expertise in teaching and research. Commitment to the program and institution are demonstrated by the record of service. A positive recommendation for tenure supported by the DPTAC, Department Chair, Dean, and Provost is usually paired with promotion to the rank of Associate Professor.

Promotion to Professor

The rank of Professor is distinguished by leadership. Review for promotion from Associate to Full Professor considers all of the member's service to the university and their entire body of research accomplishments. Excellence should be demonstrated in teaching, scholarly and creative activities, and service. Candidates should highlight their leadership functions in the portfolio presented for review.

Appeals for Promotion and Tenure

APS 900417, Section 12 states that appeals to non-renewal or termination decisions on promotion and tenure must be presented to the President at the end of the member's contract term.

Periodic Evaluation of Tenured Faculty

Tenured faculty members are periodically reviewed to ensure continuing excellence and investment in teaching, research, and service. The review occurs typically every fifth year after tenure and promotion.

Senior faculty are expected to maintain research activities commensurate with graduate faculty status. They should demonstrate a history of mentorship duties and participation in departmental governance, policy decisions, assessment processes, and curriculum development. Leadership roles in the university, profession, and community should be evident in the portfolio.

Timeline for Reviews

In accordance with APS 980204, by October 1, the Chair will notify faculty members eligible for review; requests for early evaluation must also be made by this date. A portfolio must be submitted by March 1. The DPTAC will vote by secret ballot and provide written notification of the outcome to the member under review, Chair, Dean, and Provost by April 1. Members who do not receive a simple majority vote, as having met the minimum standard, shall then be subject to prompted comprehensive performance evaluation, including the development of a Plan for Assisted Faculty Development (PAFD), as outlined in APS 980204, Section 5.