Dance: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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GUIDELINES FOR FACULTY EVALUATION*

FOR
REAPPOINTMENT
CONTINUING APPOINTMENT
PROMOTION
DISCRETIONARY SALARY INCREASE (DSI)

DEPARTMENT OF DANCE
THE COLLEGE AT BROCKPORT
Revised and Approved by the Dance Faculty and Professional Staff
26 September 2013

* Formerly titled: Guidelines for Personnel Evaluation and Criteria for Advancement to Assistant Professor, Associate Professor, and Professor
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FROM THE COLLEGE'S FACULTY GUIDE:

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department’s system of weighting the relative importance of teaching, scholarship and service though as a general rule, teaching must always be given at least 50% weight, and scholarship must be weighed more heavily than service. Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost and Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. These guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation. Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate’s professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate’s potential for achieving and/or performing at, the highest academic rank.

INTRODUCTION TO THE GUIDELINES FOR FACULTY EVALUATION IN DANCE

This document, the Department of Dance Guidelines for Faculty Evaluation, outlines the minimum expectations for dance faculty performance at the ranks of assistant, associate, and professor and serves as a guide for appointment, continuing appointment (tenure), Discretionary Salary Increase (DSI) and promotion reviews.

The Department of Dance personnel procedures align with current department, school and college mission statements. The guidelines and procedures for personnel review as stated in the Faculty Guide to Academic Practices and Policies at Brockport, distributed annually by the Office of the Provost and Vice President for Academic Affairs, are followed. Italicized paragraphs are taken directly from the published 2007-08 policies. All faculty are strongly encouraged to refer regularly to the most current version of that document.

The examples of teaching, scholarship, and service as stated for each rank within the Department of Dance’s Documentation of Achievement are not to be considered as a checklist of requirements but rather as suggested areas in which achievements can take place respective to individual faculty expertise.

Teaching of high quality and significant achievement in scholarly work are of central importance, with high-quality teaching being the principal criterion. It is the candidate’s responsibility in all personnel procedures to make clearly evident the caliber of their activities in teaching, scholarship, and service and to emphasize those activities that hold the greatest relevance to the candidate’s expertise. At every stage of the review process, candidates are expected to have enthusiasm for, a current understanding of, and dedication to dance as an academic discipline. In addition, candidates must demonstrate their availability for student interaction and advising, according to needs of the department and the college. Candidates must be cognizant that evaluators outside of the Department of Dance may be unfamiliar with the discipline and should prepare their portfolios with the educated generalist in mind.

Per the "College-wide Guidelines for Faculty Appointment Renewal" (Update 4/3/12) “The normal [teaching] expectation [for faculty members] is a 3/3 course load or its equivalent for faculty demonstrating an active [ram of scholarship as defined by individual departments and/or with major or multiple service responsibilities.] The Department of Dance evaluates faculty for their contributions in the areas of teaching (50%), scholarship (35%), and service (15%). Variations from this balance of responsibilities and expectations must be
negotiated by the candidate, Department Chair, and Dean during the candidate’s first year of employment at The College at Brockport. Positive recommendations for personnel reviews usually require performance at rank or above in all three performance areas.

Annually or over a multi-year period, the candidate must show an engagement as educators with active scholarly and/or creative endeavors and service responsibilities. It is expected that the candidate’s body of work, created within the duration of their candidacy, will further intellectual and/or artistic discourse within the discipline.

All faculty are expected to contribute annually to departmental service. Dance is a service intensive department since teaching, scholarship, and service within the discipline are often tightly interwoven. In the area of service, leadership is valued over active participation which is valued over membership.

Serious consideration is given to the quality of each candidate’s professional achievements through the review of materials that may include: presentations and/or performances at professional venues that are appropriate to and correlate with the candidate’s expertise; national and/or international teaching invitations or service; grants and awards that serve as evidence of high achievement in the field. Self-produced concerts are recognized; those at professionally significant venues will carry more weight, and more so if reviewed. Significance of venue will also be considered.

It is expected that professional involvement will grow as each faculty member progresses from the assistant to the associate to the professor rank, with an increasing regional, national, and international presence. A typical continuum of professional development might be one that moves from participation in professional gatherings, to presentations at increasingly significant forums, to unsolicited invitations to present/perform at national/international venues.

Each faculty member is offered the chance to review professional achievements and future plans, as well as professional effectiveness within the department, through submission of required annual reports and with annual conferences with the chair. The review process provides mentorship opportunities that offer an informative view of faculty member’s teaching, scholarship, and service over time. It gives candidates the opportunity for self-reflection, analysis and constructive feedback from peers. Dance faculty are encouraged to seek scholarly and/or creative mentors within and outside of the department. The department chair and APT Committee are available to discuss mentors each faculty member can turn to for constructive professional feedback prior to, during, and beyond the tenure process.

These guidelines define an active program of scholarship (see Criteria for Evaluation of Dance Faculty Scholarship). It is recommended that continued successful performance of scholarship apply throughout a faculty member’s career at Brockport, not just for reappointments and promotion. Specifically, it is recommended that departmental guidelines for continuing appointment be used as the benchmark for measuring expectations for continuing performance. Meeting the minimum standards for continuing appointment and promotion is not necessarily sufficient for an award of continuing appointment or promotion to the next rank, since the Department of Dance will also take into account the quality and impact of the individual’s teaching, scholarship, and service.

Renewal

Faculty appointed at the rank of Instructor or Assistant Professor are generally reviewed at least two times between their date of appointment and their review for continuing appointment. At each review, candidates are evaluated on their performance in the period since the last review. Candidates should demonstrate progress toward achievement of expectations for continuing appointment.

At the third year review, candidates must provide a clear plan for achieving the requirements of continuing appointment, with particular attention to each area of evaluation (teaching, scholarship, and service). Successful steps toward accomplishing the goals should be identified, making evident the viability of success.
At the fifth year review, candidates must have a well-established record of accomplishments in each area of evaluation, with specific details toward completion of requirements for meeting standards for promotion.

For continuing appointment review, candidates must demonstrate how they have met the requirements in each area of evaluation.

For promotion to professor, candidates must provide evidence of continued participation in the mission of the Department of Dance, the College, and in the dance field at large. In addition, candidates need to document the growth of their national reputation since attaining the rank of associate professor.

**Continuing appointment**

Continuing Appointment is based on a complete performance history for the length of time a faculty member has served in the Department of Dance. It is based on patterns of professional performance over time; with consideration given to the individual’s own mix of professional responsibilities.

*Recommendations for continuing appointment for SUNY Brockport faculty are based primarily on an evaluation of performance at Brockport in each category identified by the Board of Trustees, on the potential of the candidate for achieving the highest academic rank in the department, and on programmatic considerations. Past performance at other institutions is only a secondary consideration.*

For a typical tenure-track appointment, faculty at the assistant professor rank will find that “the tenure review is concomitant with a review for promotion to the rank of associate professor, and a positive review for tenure will reflect a positive review for promotion as well” (see *Faculty Guide to Academic Practices and Policies at Brockport* under IV. B. Reappointment, Promotion, and Tenure).

*A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and Service. There must be evidence that the person has made sustained high quality contributions to the Department and the College as an Assistant Professor. The faculty member has established a commendable reputation beyond the campus for scholarly work in the field. In addition, there is the expectation that the person has made discernible progress toward achieving excellence in the discipline/profession and for attaining the highest rank in the department.*

To reach its mission of excellence, the Department of Dance depends on colleagues working effectively together within a respectful learning and working environment. A positive recommendation represents confidence in the candidate’s ability to continue to perform at the level of associate professor or higher and to contribute positively to the departmental and institutional community.
THE DANCE FACULTY PORTFOLIO
TEACHING, SCHOLARSHIP AND SERVICE
DEPARTMENT OF DANCE

The APT Committee Review is based on an assessment and evaluation of the contents of the faculty portfolio, in the areas of Teaching, Scholarship and Service at the ranks of Assistant Professor, Associate Professor and Professor. Description of “at rank” expectations is listed below in each area of evaluation.

The portfolio presents well-rounded, comprehensive and detailed evidence of the candidate’s professional accomplishments, providing a complete and accurate picture of the candidate’s experiences as an educator and dance artist/scholar.

As stated earlier, it is the candidate’s responsibility to make clearly evident the caliber of his/her teaching, scholarship and service activities. The candidate’s narrative statements included in the portfolio might address such questions as: How selective was the review process? How many applicants competed for the same performance or publication opportunity? What is the relevance and/or significance of event/publication/activity to the field?

The portfolio should document the candidate’s achievements in meeting his/her original job description and explain any changes that may have occurred since the initial appointment. Portfolios should demonstrate a professional, rigorous, and thoughtful level of commitment to their construction.

**Teaching = 50%**

As teaching is the primary role of faculty at the College at Brockport, a thorough and clear teaching portfolio is essential for a successful renewal. Evidence of successful teaching must document the academic challenge and rigor of courses, high impact learning activities, and course-based assessments. Simply providing course syllabi is not enough. Critical self-evaluation is necessary to demonstrate current and ongoing engagement with the teaching areas, and increasing mastery as a teacher. Descriptions of student engagement outside the seminar room and/or studio (e.g. thesis supervision, choreographic mentorship, independent and/directed studies, student research, etc) should address success and quality of activities, not merely the quantity. The candidate’s required reflective statement on teaching must speak to standards listed above.

See Appendix for Teaching Evaluation Process

**Professor:** Professors are recognized at the national and/or international level as master teachers. Candidates demonstrate an articulate, sophisticated understanding of dance when using its written, symbolic, creative and/or performance-based forms. Documentation that supports such recognition should be provided and is supported in the form of IAS scores or other formal tools of assessment (with analysis provided by the candidate) as well as teaching materials, awards, invitations to name a few.

**Associate Professor:** Associate professors are usually recognized at the regional, state or national level as professional teachers. Candidates demonstrate a competent understanding of dance when using its written, symbolic, creative and/or performance-based forms. Documentation that supports such recognition should be provided and supported in the form of IAS scores or other formal tools of assessment (including analysis provided by the candidate) as well as teaching materials, awards, invitations to name a few.

**Assistant Professor:** Assistant professors are actively engaged with their development as effective teachers. Candidates demonstrate an operative understanding of dance when using its written, symbolic, creative and/or performance-based forms. Documentation that supports such engaging development should be provided and is supported in the form of IAS scores or other formal tools of assessment (including analysis provided by the candidate) as well as teaching materials, awards, invitations to name a few.
Scholarship (35%)
Criteria for Evaluation of Dance Faculty Scholarship

The Department of Dance and The College at Brockport recognize that scholarship in dance can take many forms. It is incumbent that the candidate defines an active program of scholarship, makes a clear case for the overall value of the research agenda, and explains the value of each activity.

The Department of Dance requires the candidate applying for renewal, promotion and/or continuing appointment to determine, identify, and pursue a particular scholarship focus, creative or written, related to the field and the Department of Dance's mission. It is expected that the candidate will have a minimum of four adjudicated or peer-reviewed activities on a national level for promotion and continuing appointment. If the scholarship of the candidate is not peer reviewed, it is essential for the candidate to substantiate the ways in which the scholarly activities meet or exceed the standards of peer reviewing. It is incumbent on the candidate to demonstrate the significant academic rigor of the works. It is expected that the candidate for promotion from the rank of associate professor to professor will demonstrate a continued engagement with scholarship that builds on the existing body of work.

Criteria within each category of scholarship are stated below. The candidate is responsible for providing evidence, not only of scholarship but also quality of scholarship for each submission under consideration. It is critical that faculty members articulate the place of their scholarship within an aesthetic, investigative, or intellectual tradition and context.

Per the "College-wide Guidelines for Faculty Appointment Renewal" (Update 4/3/12)
Scholarship should be evaluated according to these six criteria:

1. clarity of goals
2. adequacy of preparation
3. appropriateness of methods
4. significance of results
5. effectiveness of presentation
6. reflective critique where appropriate

Creative Scholarship

Quality is determined by the degree of excellence of the creative work, which is demonstrated by an ongoing investigation within the candidate's self-identified area of expertise and chosen area of research. The statement of scholarship must address the following, as appropriate:

1) Where the performance of a work takes place (i.e. the significance attributed to the performance venue); includes identified performance venues that have maintained a continuous history of producing emergent or nationally/internationally recognized performers/choreographers.

2) How rigorous is the 'acceptance for presentation' process? Examples include blind review of submissions, competitive nature of event, or adjudication. An invitation to perform or present choreography is also recognized based on the fact the artist is acknowledged by successful peers in the field.

3) Evaluations or reviews of the candidate's work, which are submitted for public distribution by critical viewing dance professionals (online or hard copy). Quality is determined, in part, by the fact that the candidate is recognized as a performer and/or choreographer by successful peers in the field.

4) Where a critical review is published, i.e. the prestige attributed to each dance publication. International publications hold more sway than national and major national publications generate more exposure than regional accordingly, regional publications are more persuasive than local venues. A national review is one generated of a publication or literary venue respected by the dance field.
5) Invitations to various university or professional settings to create or stage a modern dance work or interdisciplinary project. The value of the work to the department, college, and/or field, prestige of the invitation, and/or connections to other research should be made clear.

6) Solicited peer reviews. External reviews (see External Review Guidelines) as well as adjudicated reviews are encouraged and must reflect the qualitative value or worth of a dance work that has been produced during the candidate's employment within the Department of Dance. The original review must be recorded (written or video) to be acceptable for consideration.

Written and Critical Scholarship

Quality is determined by the degree of excellence of the scholarly work, which is demonstrated by an ongoing investigation within the candidate's self-identified area of expertise and chosen area of research. The statement of scholarship must address the following, as appropriate:

1) A consistency of engagement within the field of dance conference presentations and/or dance publications. Lecturing or adjudicating within a university dance residency or national dance venue also meets the requirements of this category.

2) Where each publication is made manifest (i.e., the significance of the publication venue). The candidate must present the prestige of the publication in the portfolio. Peer reviewed international publications may, though not necessarily, hold more sway than national and major national publications generate more exposure than regional and accordingly, regional publications are more persuasive than local publications. A national review is a review generated out of a publication or literary venue acknowledged by the dance field as rigorous.

3) How rigorous the 'acceptance for publication' process is per publication. The blind review process and/or editor/editorial boards are examples of scholarly rigor applied towards publication. An invitation to write a book or submit an article or chapter is also recognized based on the fact the scholar is acknowledged by successful peers in the field.

4) Published reviews of article/chapter/book publications submitted. Literary reviews can be used as a basis for assessment by members of the APT Committee, who can list strengths and weaknesses identified within each review to forward with the candidate's evaluation letter.

5) Solicited peer reviews. External peer reviews (see External Review Guidelines) are encouraged and should reflect the qualitative value of the publication that has been produced during the candidate's period of employment within the Department of Dance.

External Review Guidelines

An external reviewer must be from outside of the College at Brockport. If an academic, the reviewer must be ranked as at least an associate professor. Distinguished professionals from the field of dance may also be acceptable reviewers. External reviewers are expected to review only the candidate's scholarship, not teaching or service. External reviews are required for promotion from associate professor to professor.

The candidate to be reviewed and the Department of Dance chair will create a pool of possible external reviewers for consideration. A designated external reviewer cannot have artistic or publishing commitments or past connections to the candidate's creative development or scholarly work. A designated external reviewer should not have been a past mentor, professor, or advisor of the candidate. Any prior existing professional relationships between the candidate and prospective reviewer should be disclosed. External reviewers will be chosen and invited to participate in the review process by the Department of Dance chair. The consequent review must describe and reflect the value or worth of the materials reviewed. It is recommended that two or more reviewers be chosen for the external review process, as multiple evaluations would provide a more complete impression of
the candidate's work. A letter from each external reviewer addressing the candidate's application will be sent forward with the APT Committee's evaluation letter.

In summary, the candidate must define an active program of scholarship, make a clear case for the overall value of research agenda, and explain the value of each activity. The required reflective statement on scholarship articulates the ways in which the candidate has met the standards listed above.

**Professor:** Professors demonstrate noteworthy achievement in the area of their scholarly expertise in dance. They actively seek to stay current in the field of research and/or studio-based dance practice by engaging with materials, movement studies, and residency opportunities provided by the field. The candidate's status as a notable role model, leader, educator, and advocate of dance as an art form must be made evident through documentation.

**Associate Professor:** Associate Professors demonstrate continuous achievement in the area of their scholarly expertise in dance. They actively seek to stay current in the field of research and/or studio-based dance practice by engaging with the materials, movement studies, and residency opportunities provided by the field. The candidate's status as a notable role model, leader, educator, and advocate of dance as an art form must be made evident through documentation.

**Assistant Professor:** Assistant Professors demonstrate a consistent commitment to learning in the area of their scholarly expertise in dance. They actively seek to stay current in the field of research and/or studio-based dance practice by engaging with the materials, movement studies, and residency opportunities provided in the field. The candidate's status as a potential role model, leader, educator, and advocate of dance as an art form must be made evident through documentation.

**Service (15%)**

*As stated in the introduction, dance is a service intensive department.* Leadership is valued over active participation which is valued over membership, and leadership is required for continuing appointment. All faculty engage in active and varied service obligations at the departmental level that support the mission of the department. The candidate's required reflective statement on service addresses the quality, efficacy, and importance of service contributions, not merely the quantity.

**Professor:** A professor is recognized outside of the department for leadership in the field. Therefore, evidence must be provided that documents how the candidate plays a significant role in governance and/or service at the departmental, college, regional, state and national level.

**Associate Professor:** An associate professor actively contributes through leadership within the department and participation outside of the department at the College, as well as in the field. Therefore, evidence must be provided that documents how the candidate maintains a level of engagement with national dance and/or arts organizations and institutions that is developing.

**Assistant Professor:** An assistant professor is an active participant in governance and service within the department and exhibits an interest and potential to serve as a leader in the field. Therefore, evidence must be provided that documents how the candidate actively participates in governance and service within the department and exhibits an interest and potential to serve as a leader in the field. Candidates seeking a continuing appointment must demonstrate examples of service leadership at the departmental level.

**PORTFOLIO DEVELOPMENT**

Candidates are strongly encouraged to seek mentorship during the development of their portfolio from members of the APT Committee, who can also refer the candidate to current literature or research pertaining to portfolio development. Candidates are also encouraged to take advantage of college-wide professional portfolio development activities.
APPENDIX

DEPARTMENT OF DANCE APT COMMITTEE PROCEDURES

The APT committee follows all guidelines and timelines distributed by the Provost. If for any reason the committee is unable to follow that timeline the candidate under consideration must be notified in writing and agree to the proposed date change. As stated elsewhere, all candidates are encouraged to consult regularly with APT Committee members and others regarding, in particular, portfolio development.

Review for Re-Appointment and/or Promotion

All voting faculty can submit written comments about the candidate under review to the APT Committee by the date announced. The comments must be based on a review of the portfolio using the Reviewer Assessment form. A rating of 0-8 is given for each category in addition to one overall rating. The committee member lists the relevant evidence found in the portfolio to support the selected numeric rating.

APT Committee members will independently review the submitted portfolio and rate the candidate, based on their assessment of evidence presented in the portfolio in relation to the Teaching, Scholarship, and Service expectations described in the department’s Guidelines for Faculty Evaluation.

Each APT member uses the department’s APT Reviewer’s Assessment sheets to independently record their opinion of the candidate’s achievements for the Rank expectations in the three global categories. A rating of 0-8 is given for each category in addition to one overall rating. The committee member lists the relevant evidence found in the portfolio to support the selected numeric rating.

APT committee members meet and present for committee discussion their individual ratings for Teaching, Scholarship, and Service. This process allows for better understanding of each member’s interpretation of departmental standards for each category and provides for discussion points leading to the development of the APT letter and recommendation. For each category (Teaching, Scholarship, Service) the three-committee members’ numeric ratings are totaled. The committee then has a picture of the candidate’s placement in each of the three categories and a starting place for discussion of the APT recommendation. The candidate might Meet, Not Meet, or Strongly Meet expectations in one, two, or three categories. This process is as important for the committee members as for the candidate and will be reflected in the strengths and areas for growth described in the committee’s letter. The committee’s recommendation follows their written description and analysis.

The APT Committee’s letter is presented to the voting members of the department who may vote only to Support or Not Support the recommendation. Voting members of the department are listed in the Department of Dance’s Governance document. Those wishing to vote must review the candidate’s portfolio in advance and sign next to their name on the list provided. The portfolio must be accessible to all for at least one week. The APT recommendation, along with the resulting tally of votes (by secret ballot) is given to the Chair. The Chair gives the letter to the candidate. The candidate and all voting members have a set number of days to provide, if desired, written comment to the Chair. The Chair’s assessment of the candidate is independent from the faculty but follows the same departmental expectations.
Review for Discretionary Salary Increase

A Discretionary Salary Increase review is based on the candidate's performance history from the previous year as presented in the candidate's annual report and supporting documents. A positive recommendation requires performance "at rank" or "above" in Teaching, Scholarship and Service and "above" in at least one category. For the rank of Professor, "above rank" is defined as "above expectations."

The candidate's achievements in teaching, scholarship and service should reflect department, school and college missions.

The department follows specific procedures as directed by the Dean. At the time of approval of this document the following procedure is used.

Candidates must submit by the designated date a copy of their annual report and appropriate supporting documentation with a cover letter that outlines their achievements for consideration of special recognition. The DSI award represents recognition for achievement in the preceding year.

Committee members will independently review each candidate (applicants and nominees) using a standardized School form that indicates Above, At, Below rank in Teaching, Scholarship, Service and includes comments that explain each rating given. Scoring and individual comments are discussed in committee for consensus, then combined and summarized on another sheet that goes, along with the documentation provided by the candidate, to the Chair. The Chair completes a separate rating sheet. Both sheets (Chair's and APT's) go forward with the required materials.
I. Teaching

Teaching is weighted at 50% in the overall rating of the candidate. The candidate's required teaching narrative makes evident his/her excellence, relevance to the field, and alignment with the Department of Dance's mission. Teaching portfolio submitted by the candidate may contain the following, plus other relevant materials submitted to support teaching success by the candidate:

- classroom videos that document teaching process
- teaching materials prepared by the candidate for use in classes such as: relevant hand-outs, tests, performance criteria the candidate has developed to advise students about their progress in technique and choreography, and syllabi.
- videos of student performances related to the candidate's teaching.
- student papers written in fulfillment of the requirements of a class that show how the candidate furthers writing skills of students through their commentary
- student papers that have been through a process of writing and revision according to the guidance of the candidate
- written peer reviews

Mentoring and assigned teaching will be evaluated in the following categories:

1. Evidence of student success in
   a. Performance
      - video documentation demonstrating technical growth
      - open showings in technique classes with written reports from the chair and one or more members of the APT committee
      - commissions and invitations that students receive that are directly related to the professor's work
      - student performance recognitions and awards
      - effective mentorship of student performances
   b. Choreography
      - adjudicated student work, selected for performance and Brockport, regional or national venues.
      - student awards for choreography
      - open showings in which students demonstrate varied compositional strategies, original solutions to creative problems, movement invention, and well-constructed work
      - advisement/mentorship of successful student concert work
      - student critiques of student works
      - mentorship of successful thesis choreography
   c. Cognitive studies in dance
      - student papers selected for conference presentation or publication
      - students able to articulate concepts taught in class discussions and in written work
      - peer observation and chairs evaluation
      - papers constructively critiqued
      - effective and ongoing mentorship of thesis work
      - research and concepts utilized productively in dance performances and choreographies
   d. Leadership activities

2. Written evaluations at the end of semesters
   a. standardized forms utilized by the college at large
   b. department rating forms
c. letters and statements from students

3. Success of alumni who have studied with the candidate
   a. statements may be solicited by the candidate
   b. the APT Committee may solicit evaluations from alumni

4. Evidence of faculty effectiveness in academic advising
   a. review of advisement folders
   b. comments from alumni

5. Guest teaching: regional, national, international with letters of support

II. Scholarship (Creative and/or Written)

Scholarship is weighted at 35% in the overall rating of the candidate and is required for a positive recommendation. The candidate’s required scholarship narrative makes evident its relevance to the field and to the Department of Dance’s mission.

A. Scholarly success might be evaluated in the following categories:
   • Research Projects (ongoing or completed)
   • Action research
   • Publication (articles, journals, books, monographs, reviews)
   • Conference presentations
   • Documented developments in choreography/performance
   • Documented design creations (costuming, lighting, music production)
   • Developed technology programs, software, or applications.
   • Specialized areas of dance study
   • Commissioned work in dance (creative and/or literary), on and off-campus
   • Solo concert work
   • Creative collaborations
   • Interdisciplinary projects
   • Adjudicated and accepted submissions to national/international festivals
   • Dance residencies
   • Touring repertory work
   • Grant applications for creative or literary work

1. Recognized areas of research and presentation might include:
   a. research into performance and choreography
   b. dance history and historiography
   c. pedagogy
   d. dance ethnology/ethnography
   e. dance aesthetics and criticism
   f. dance theory
   g. movement analysis and notation
   h. movement education
   i. movement therapy
   j. dance science
   k. dance somatics
   l. feminist and gender analysis in dance
   m. world dance forms
   n. cross-disciplinary research in the arts
   o. cultural diversity in dance
   p. dance production
   q. design for dance
   r. technology
   s. music for dance
2. Research may be quantitative or qualitative in nature, according to the research design and methodology.

III. Public, University and Professional Service
Service is weighted at 15% in the overall rating of the candidate and is required for a positive recommendation. The candidate's required service narrative makes evident its relevance to the field and to the Department of Dance's mission.

A. The candidate demonstrates a willingness to serve students, the department, college, university, community, and the dance profession.
B. The candidate demonstrates effective leadership in the department.
C. The candidate participates on departmental committees, college-wide committees, and provides service to the dance field.
D. The candidate provides students regularly with accurate academic advisement and information about college services.
E. The candidate is involved in regional and national professional service activities.
DOCUMENTATION OF NATIONAL REPUTATION

National reputation is acknowledged in dance in three areas:

I. Teaching
II. Scholarship
III. Service

The following are examples of possible activities through which the candidate may establish national reputation.

I. TEACHING
A. Guest teaching
B. Consultancies in one's area of expertise
C. Honors and awards for teaching
D. Outstanding achievement of students who join dance companies, publish articles, give conference presentations, or become recognized teachers and administrators -- with clearly documented proof of influence of the professor
E. Invited workshops and lectures
F. Funded workshops and lectures
G. Innovative work in developing curriculum which receives attention nationally, or is published in adjudicated journals
H. Articles on pedagogy published in adjudicated journals or presented at refereed conferences.
I. Leadership in the revision or development of curriculum; should be informed about dance curriculum on a national/international level.

II. SCHOLARSHIP
In dance, scholarship is divided into three main areas of emphasis. National reputation need only be established in one area of scholarship, but may be established as a combination in two or all three.

A. Choreographic or other creative work – this may include choreography, direction, set design, lighting design, costume design, musical composition for dance, etc. National reputation in choreographic or other creative work shall be established through definitions and criteria set forth in SECTION ONE of the original document on promotions and through the following:

1. works in recognized public or national theaters beyond Brockport
2. works in theaters on other campuses by invitation
3. grants for choreography or other creative work, and commissioned works
4. reviews of works in city and national media beyond Brockport
5. residencies and guest performances beyond Brockport
6. collaboration with recognized artists beyond Brockport
7. honors and awards for creative work or performance
8. letters and statements from artists, educators, scholars, or dance professional beyond Brockport concerning the candidate's professional reputation
B. Performance – this shall include any type of dance performance or related arts or media performance. National reputation in performance work shall be established through definitions and criteria set forth in SECTION ONE of the original document on promotions and through the following:

1. performances in recognized public or national theaters beyond Brockport
2. performances in theaters on other campuses by invitation
3. grants for performance opportunities
4. reviews of performances in city and national media beyond Brockport
5. residencies and guest performances beyond Brockport
6. collaboration with recognized artists beyond Brockport
7. honors and awards for performance
8. letters and statements from artists, educators, scholars, or dance professional beyond Brockport concerning the candidate’s professional performance reputation

C. Scholarly works – this shall include any written work about or for dance in any related dance field or discipline. This shall also include adjudicated conference presentations and invited lectures and speeches related to mastery of subject matter. National reputation in published and presented scholarship shall be established through the definitions and criteria set forth in the original document pertaining to promotion, and through the following:

1. publication of books that have gone through review processes at recognized presses, either trade or university
2. publication of articles in adjudicated journals
3. publication of solicited articles
4. candidate cited in the works of others
5. presentation of adjudicated or invited conference papers, lectures, or speeches
6. invitations to review books or other materials for publishers
7. appointment to editorial positions or editorial boards at the national level
8. grants for research and scholarly activities
9. contracts for publication with trade or university presses. These shall not be weighted as fully as published materials.
10. statements or letters from recognized dance scholars attesting the national reputation of the candidate
11. artwork, recordings, videos, scores, designs, and other professional publications

III. SERVICE
A. Leadership of successful educational programs in dance, noted through local, state, and national influence of the program
B. Leadership and initiative in establishing new educational or research programs with state-wide or nation-wide influence
C. Leadership in establishing and maintaining international exchange programs
D. Leadership in national organization for dance and/or related fields
E. Consulting on the state, national or international level
F. Appointments or election to office on national or international boards or committees
G. Statements or letters from dance colleagues that establish quality of service on national or international levels
H. Leadership awards or honors, or honorary appointments to advisory positions in dance on a national or international level
I. Service on boards of directors of nationally recognized dance companies
J. Service on accreditation boards and editorial boards at a national level
COMPOSITION AND DUTIES OF THE APT COMMITTEE

Term: Two (2) years renewable

Qualifications:
1. Tenured faculty or tenured professional staff with a permanent appointment
2. The APT Chair must have served at least one previous term on the APT Committee
3. Members must remove themselves from the committee when personally involved in a given process, at which point, the full-time faculty and professional staff elect a substitute. (Note: "personally involved" also applies to situations where the personnel papers of someone who is a "significant other" are being considered.)

Selection Process: Elected by the full-time faculty and professional staff.
In certain situations, such as an interdisciplinary position, the committee composition may differ. If such a situation occurs, the Dean's letter describing the percentage of weight in teaching, scholarship and service must be included in the portfolio.

The APT COMMITTEE will consist of 3 faculty members

The Committee's duties are as follows:

1. The committee is responsible for faculty reviews and chair designation as determined by faculty guidelines.
2. The committee is responsible for Discretionary Salary Increase (DSI) and other award recommendations.
3. The committee is responsible for portfolio consultation for candidates applying for personnel reviews.
4. The committee maintains the department's APT document.
### Peer Reviewer's Portfolio Assessment

**Candidate:**

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**Review for the Rank of:**

- [ ] Assistant Professor
- [ ] Associate Professor
- [ ] Professor

**Reviewer's Total:**

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**Teaching:**

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### APT Committee Member’s Portfolio Assessment

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**Review for the Rank of:**

- [ ] Assistant Professor
- [ ] Associate Professor
- [ ] Professor
**Reviewer's Total:**

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**APT Committee Combined Assessment**

Candidate: ________________________________  Date ______________

Review for the Rank of: [ ] Assistant Professor  [ ] Associate Professor  [ ] Professor

**Committee's Total:**

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Teaching Evaluation Process

Teaching Evaluation: All applicants for renewal, promotion, and/or continuing appointment are required to submit written Teaching Evaluations. Following are the steps taken to conduct a teacher review:

1. The APT Committee will meet with each applicant to determine which tenured faculty members from the Department of Dance can serve as evaluators.
2. Other fulltime members of the faculty and professional staff may be solicited by the candidate to provide additional evaluations.
3. The evaluator will meet with the teacher in advance to discuss course content, course objectives, and student learning outcomes. The teacher to be observed will provide a current course syllabus, and applicable course handouts.
4. The teacher and observer will decide the first class to be observed.
5. Evaluator will observe a second class unannounced.
6. Evaluator will meet with observed teacher and debrief, sharing observations one-on-one.
7. Evaluator will write a comprehensive report, which will be forwarded to the observed teacher and department chair.
8. Observed teacher should address evaluations in reflective statement on teaching.
9. All teaching evaluations must be included in portfolios for renewal, promotions, and continuing appointment.