**Keene State College Theatre and Dance Department**

**Discipline Peer Evaluation Committee (DPEC)**

**Regarding Standards for Evaluations of Professional Performance**

1. The Theatre and Dance Department DPEC will conform to the Evaluation Procedures~~,~~ of the KSCEA Collective Bargaining Agreement.

2. The DPEC shall annually be established in September by the chair in consultation with full-time tenure members of the department to conduct annual, biennial, and/or tenure evaluations of the professional performance of faculty members independently of the school dean’s evaluation. It is encouraged to choose a tenured bargaining unit faculty member to serve as a member of his/her DPEC for the purpose of conducting a more comprehensive evaluation.

3. The chair (or designee) is responsible for overseeing the DPEC process. To expedite the process, the DPEC may divide itself into subcommittees. The faculty member being evaluated shall not be a member of the subcommittee of the DPEC assigned to evaluate himself/herself.

4. In cases of promotion/tenure, all materials necessary for evaluation must be submitted in accordance with timelines established by the Office of the Provost.

5. Untenured members of the department shall be evaluated in the spring. Tenured members of the department will be evaluated in the fall. All DPECs other than those for tenure and promotion will be completed by the DEPC no later than June 1.

6. Once the composition of the DPEC has been determined, class visits for purposes of observation and evaluation may begin. In addition, the evaluee will be invited to visit a class session of the DPEC member to facilitate a collegial conversation about teaching.

7. For purposes of class visits the Theatre and Dance DPEC will follow these guidelines:

1. Untenured faculty in their first year will be visited at least twice in the fall semester, twice in the spring semester and twice each year thereafter until the tenure decision. Tenured associate professors will be visited at least once every year until they become eligible for promotion to full professor. Tenured Full Professors will be visited every five years. A faculty member has the option of requesting more frequent visits.
2. DPEC members shall conform to basic principles of common courtesy and collegiality by providing reasonable advance notice of their intent to visit a particular class. Every effort should be made not to disrupt the class.
3. Once notified of the intent to visit a specific class, the faculty member being evaluated should provide the DPEC member with a copy of the syllabus for the course and any other relevant course material.
4. In preparing written classroom observations the observer should consider the following guidelines:

1. Include some discussion of the syllabus and overall course structure, including the course objectives (apparent and stated) as well as learning outcomes. Detailed analysis is not necessary.

2. Substance of the class may be discussed in a broad way, relating it to the overall objectives of the course. The observer should avoid unnecessarily specific details.

3. The observer should avoid being prescriptive and should address the apparent effectiveness of the teaching method being used.

4. Observers may want to use the TAD Peer Evaluation Form

e. The faculty member being evaluated will be offered the opportunity for discussing the class observation prior to submission of the written evaluation to the DPEC. In such a discussion the DPEC member should offer a thorough assessment of the strengths and weaknesses of the faculty member’s teaching with the objective of improving his or her teaching.

f. After class visits have been completed, each DPEC member should within two weeks give a copy of his/her written observation to the faculty member being evaluated.

8. For all evaluations, the faculty member being evaluated will submit a file to the DPEC that will contain:

* All annual Self-Evaluation reports since the most recent DPEC;
* All DPEC class observation reports since the last personnel action;
* All DPEC letters of evaluation since the last personnel action;
* All dean’s letters of evaluation since the last personnel action;
* Syllabi for all courses taught in the fall and the spring of the year of review;
* All student evaluations since the last personnel action;
* A narrative summary of student evaluations;
* A current cv;
* Any additional materials the candidate feels would be useful for the DPEC.

9. This file will be submitted to the DEPC no later than the Friday following commencement.

10. In all evaluations of faculty, student evaluations should be carefully considered. In the instance of annual and biennial evaluations held in the spring, the DPEC shall review the most recent evaluations once the instructor concerned has first seen them.

11. The DPEC may meet with the candidate prior to writing the letter as a time to mentor the faculty member being evaluated and help on the clarity their self-evaluation and supporting material materials.

12. The DPEC chair (or designee agreed upon by a majority of the DPEC members) shall draft a written assessment that fully and clearly spells out the judgment of the Committee (this applies both to tenure and/or promotion cases and annual or biennial evaluations). The letter must be signed by all members, or, in case of disagreement, the letter may be revised until all members can sign in good conscience. The DPEC letter will record the DPEC vote.

1. Once the official DPEC letter is signed, the faculty member being evaluated shall immediately be provided with a copy.
2. The DPEC Chair will extend an invitation for the faculty member being evaluated to meet with any member of the committee to discuss the DPEC evaluation and to ask questions about the letter. The faculty member being evaluated has the right to respond in writing to the evaluation of his/her peers.
3. The chair will then forward the DPEC letter to the office of the Dean (in cases of annual or biennial evaluation), or to the office of the Provost (in the instance of cases of promotion and/or tenure).

12. In the first year of a tenure-track appointment, in accordance with the KSCEA Collective Bargaining Agreement, the Theatre and Dance Department does not expect the faculty member to undertake significant service to the college in a non-disciplinary committee, or significant service to the community in a professional capacity. In the second year, the faculty member is encouraged to focus college service on one non-disciplinary committee and should request a supporting letter from the committee chair. Years granted in rank towards tenure and/or promotion remove the prohibition on service in the first year.

13. In evaluating materials submitted by candidates for promotion or tenure the DPEC committee, using reasonable discretion, shall follow these guidelines:

# **A. Tenure**

**Teaching:** Untenured faculty members are expected to have strong and effective current pedagogical teaching practices in the field and establish good advising procedures. They will be evaluated by peer classroom visits and by examination of student evaluations. Their syllabi should follow general college requirements, and normally would include a statement of course objectives and learning outcomes, schedules of assignments and readings, and examinations (if applicable). DPEC will respect the academic freedom of every faculty member to determine a personally effective pedagogy. The Theatre and Dance Department values and seeks the serious intellectual work that can be accomplished in teaching. The Department also considers that effective teaching might include such activities as rehearsals, conducting master classes, attending teaching workshops and conferences, collaborative teaching, and engaging in campus pedagogical activities.

**Service:** Untenured faculty members should consider opportunities to serve on campus-wide, divisional, and departmental committees, as well as participate in workshops and other college functions. The DPEC would expect faculty applying for tenure to have adequately demonstrated their interest and willingness to assist in the programmatic, academic, cultural, and social operations of the college. The Theatre and Dance Department values and seeks the serious intellectual work that can express itself in service both to the college and to the larger community. The Theatre and Dance department acknowledges that the presentation of creative work in performance is a service to the community.

**Scholarship:** Directing, choreographing or designing of theatrical productions, and performing are equivalent to peer-reviewed publications. The work of directors, choreographers, designers, and performers involve a clear vision, extensive research, in depth script or movement analysis, a command of the stage, and great artistic skills. Theatre and Dance are collaborative art forms where the creative work happens throughout the entire production process. Artist/scholars make discoveries during each step of the process, from conferences with the production team to rehearsals with performers. Creative scholarship in Theatre and Dance requires an ability to deal with concepts as a whole and to see their application to the smallest details. The mounting of productions is an integral part of the academic demands of Theatre and Dance programs. When produced for a public audience, this work may be considered scholarship toward tenure decisions. Peer-reviewed publication and externally sponsored work is also considered a form of scholarship.

To present creative work effectively, the faculty member should consult with the department chair, a member of the DPEC, or a senior member of the department.

**B. Promotion to Associate**

**Teaching:** candidates for promotion to associate professor must demonstrate, through peer classroom visits and student evaluations, consistently sound and effective teaching. Candidates should show interest in developing new courses and / or new ways of teaching established courses. DPEC recognizes that innovative teaching sometimes entails strategies and course planning that do not work as well as the instructor had hoped. The willingness to learn from mistakes, however, indicates a professional approach to effective teaching. Candidates should be responsive to program objectives, outcomes and needs, student evaluations, and scholarly interests in designing and implementing courses. The Theatre and Dance Department values and seeks the serious intellectual and creative work that can be accomplished in teaching. These disciplines also consider that effective teaching might include such activities as rehearsals, conducting master classes, attending workshops and conferences, participating in collaborative teaching, and engaging in campus pedagogical activities.

**Service:** candidates for promotion to associate professor should have records of service that may include departmental, divisional, and college-wide committee work, with a strong participatory component. Participation in workshops, giving lectures or performances on campus, leading group discussions, advising student organizations, and other forms of college service are also acceptable. The Theatre and Dance Department values and seeks the serious intellectual work that can express itself in service both to the college and to the larger community.

**Scholarship:** candidates for promotion to associate professor must have established a record of scholarly activity and achievement. This may include presentations at national and regional conferences, on and off-campus performances, or other activities as defined in the Theatre and Dance Department definition of scholarship.

**C. Promotion to Professor**

Teaching: candidates for promotion to professor must demonstrate a strong and consistent record of effective and innovative teaching as evinced by peer and student evaluations and by peer examination of syllabi. The Theatre and Dance Department values and seeks the serious intellectual and creative work that can be accomplished in teaching. The Department also considers effective teaching might include such activities as rehearsals, conducting master classes, attending workshops and conferences, participating in collaborative teaching, and engaging in campus pedagogical activities.

**College Service:** candidates for promotion to professor will present an extensive and ongoing record of substantial and meaningful service to the college. The Theatre and Dance Department recommends that at this level, the candidate will have demonstrated leadership in serving the college. The Department values and seeks the serious intellectual work that can express itself in service both to the college and to the larger community.

**Scholarship:** candidates for promotion to professor must offer an extensive record of scholarship, including performances, presentations, and other activities as defined in the Theatre and Dance department definitions of scholarship. The scholarly work should be ongoing and substantive. Performance, design, choreography, directing, and other creative work must have reached a public or professional audience.