

DEPARTMENT OF SPEECH COMMUNICATION, THEATRE AND DANCE

ANNUAL EVALUATION GUIDELINES

(Approved by Faculty Vote on 1/30/07)

PROMOTION AND TENURE GUIDELINES

(Approved by Faculty Vote on 11/12/04)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): **1/2012**

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Charles Griffin, Department Head

Date signed: 4/14/07

Steve White, Dean

Date signed: 4/23/07

M. Duane Nellis, Provost

Date signed: 4/24/07

**Each academic department is required by University Handbook policy to develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. These documents must be approved by a majority vote of the faculty members in the department, by the department head or chair, by the dean concerned, and by the provost. In accordance with University Handbook policy, provision must be made to review these documents at least once every five years or more frequently if it is determined to be necessary. Dates of revision (or the vote to continue without revision) must appear on the first page of the document.*

TABLE OF CONTENTS

I. INTRODUCTION	5
II. EVALUATION	
A. Criteria	6
1. Job Expectations and Load Adjustments	6
a. Job Expectations	6
b. Load Adjustments	7
2. Teaching	7
a. Classroom Instruction	7, 8
b. Coaching Debate and Forensics	8, 9
3. Research/Creative Endeavor	9, 10
a. Research Achievement	10
b. Creative Endeavor	10, 11
4. Service	11, 12
B. Procedures	12
1. Curriculum Vitae Files	12
2. Submitting Evidence of Teaching Effectiveness	12
3. Submitting Evidence of Research/Creative Endeavor	13
4. Submitting Evidence of Service	13
C. Evaluation Process	14
III. PROMOTION AND/OR TENURE	
A. Candidate's Responsibilities	15
1. Required Documentation	15
a. Statement by Candidate	15
b. Instructional Contributions	15
c. Research/Creative Activities	15, 16
d. Statement of Service Contributions	16
2. Supporting Documentation	16
a. Scholarly Activities: Research	16
b. Scholarly Activities: Teaching	16
c. Service	16
d. Supporting letters	16, 17
B. Department's Responsibilities	17
1. Letters from External Evaluators	17
2. Teaching Documentation	17
C. Faculty Vote	17, 18

D. Report of the Department Head	18
E. Appeal Procedures	18
F. Forwarding Procedures	18
 IV. MID-TENURE REVIEW	
A. Department Head's Responsibilities	19
B. Candidate's Responsibilities	19
C. Report of the Department Head	19
D. Appeal Procedures	20
E. Forwarding Procedures	20
 V. REAPPOINTMENT	
A. Reappointment of Non-Tenured, Tenure Track Faculty	21
B. Tenure and Promotion to Associate Professor	21
1. Scholarly Activities: Research/Creative Endeavor	21, 22
a. Personal, Program, or University Prestige	22
b. Advancing Knowledge in the Discipline	22
c. Departmental or Research/Creative Endeavor Program	22
2. Scholarly Activities: Teaching	22
a. Scholarly Content of Courses	23
b. Interaction with Students	23
c. Teaching Methodology and Departmental Improvement	22, 23
3. Scholarly Activities: Service	23
C. Tenure and Promotion to Professor	24
1. General Expectations	24
2. Additional Expectations for Scholarly Activities	24
a. Personal, Program, or University Prestige	24
b. Advancing Knowledge in the Discipline	25
c. Departmental or Research/Creative Endeavor Program Development	25
 VI. CHRONIC LOW ACHIEVEMENT	
A. General Orientations	26
1. Teaching	26
a. Classroom Instruction	26
b. Forensics	26
2. Research / Creative Endeavor	27
a. Research	27
b. Creative Endeavor	28
3. Service	28
B. Administrative Action for Chronic Low Achievement	28

VII. PROFESSORIAL PERFORMANCE AWARD

A. General Orientations 29
B. Eligibility29
C. Selection Criteria29
D. Process29, 30
E. Materials to be Forwarded 30

VII. MISC.

A. Committee on Salary, Promotion, and Tenure
B. Amendments to the Document

APPENDIX A: CREATIVE ENDEAVOR AS EQUIVALENT TO PUBLICATION

APPENDIX B: SERVICE TO PROFESSIONAL ORGANIZATIONS ..

INTRODUCTION

Each member of the Department of Speech Communication, Theatre and Dance is a unique individual who can contribute to the Department's overall mission in many diverse ways. Because of this diversity it is difficult to list a set of goals or criteria which all faculty must reach or demonstrate in order to be considered an effective and positive contributor in the department. Still, the Department of Speech Communication, Theatre and Dance faculty must evaluate its members regularly in order to:

help the Department Head provide feedback, commendations, and constructive criticism to members of the Department in an ongoing effort to enhance the overall quality of the Department's efforts,

provide information to the Department Head to help him/her in the determination of annual salary adjustments,

provide information to non-tenured faculty about advancement at the midpoint between his/her initial appointment and tenure decisions,

determine if a faculty member has earned the right to be tenured at KSU, and

determine if a faculty member has earned the right to be promoted to Associate Professor or Professor.

This document is a statement of the Department's procedures, criteria, and standards for reaching decisions on these important and complex issues. The procedures, criteria, and standards included in this document are based on the Department's unique nature as well as information from: the Department's Merit Salary Increase Document (1990), the University's document, Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion (September, 1992), an annual memo from the Provost on re-appointment, tenure, and promotion of faculty (1993), the AAUP Guidelines on Tenure and Promotion, and the University's criteria and procedures for re-appointment, tenure, and promotion given in the Faculty Handbook.

II. EVALUATION

A. Criteria

Faculty are expected to contribute to the University in the categories of (a) Teaching, (b) Research/Creative Endeavor, and (c) Service. The relative weight devoted to each category will depend on each faculty member's role in the Department, teaching load, and research/creative endeavor load. The evaluation process outlined in this document is used for the purposes of determining merit salary increases, and is not used for tenure and promotion decisions.

1. Job Expectations and Load Adjustments

a. Job Expectations

Faculty at the rank of Instructor will be expected to carry a twenty-four hour teaching load per year, and this will be considered 85-90% of their load. Instructors are also expected to assume service responsibilities, and this will constitute 10-15% of their load.

Faculty at each of the three professorial ranks are expected to carry a fifteen hour teaching load per academic year (3/2 courses), and this will be considered 50-60% of their load. They are also expected to be involved in service (i.e., 5-15% of their load), and produce research/creative endeavor as defined under Research/Creative Endeavor (i.e., 20-40% of their load).

b. Load Adjustments

The following activities will be considered for reduction of teaching loads. Reductions will be negotiated with the Department Head and relevant program director. Decisions will be based on individual faculty situations related to the needs of the faculty member, department and program.

- * Serving as a full-time forensics' coach
- * Serving in a major capacity as a director, designer, technical director, costumer, choreographer, or production coordinator
- * Administering a major program of the Department (Director of Rhetoric/Communication, Director of Theatre, Director of Dance, Director of Public Speaking Course, Director of Forensics)
- * Directing / advising five M.A. theses, reports, or projects

2. Teaching

Teaching refers to university-sanctioned student instruction. It may include classroom instruction, theatre and dance laboratories, informal tutorials, coaching forensics, supervision of M.A. thesis/report/creative projects, and supervision of student production assignments.

a. Classroom Instruction

Traditional classroom instruction is evaluated through teaching portfolios. Portfolios will be evaluated through the following:

- (1) a syllabus which consists of, at least,
 - * course goals/objectives;
 - * course reading list;
 - * evaluation and grading procedures;
 - * schedule of readings, assignments, graded projects, exams;
 - * office hours, address, phone numbers, e-mail

- (2) a written reflective statement, including a discussion of:
 - * a description of courses taught
 - * course challenges and successes
 - * modifications made to course

(3) evidence of teaching enhancement or professional development. The department looks for continued faculty professional development and teaching enhancement. The following list is not considered exhaustive. There certainly can be other examples. Faculty must make the case for why certain activities should be considered teaching enhancement or professional development. Teaching enhancement may take many forms, as may professional development. Some examples may include:

- * Attending conventions, workshops, seminars on pedagogy (Examples include: Provost Lecture Series on Teaching, Professional Conferences or panels on Teaching, attending classes, workshops, or seminars in the faculty member's field of study)
- * Developing and gaining approval for new curriculum/courses
- * Participating in teaching circles
- * Expanding one's teaching portfolio
- * Guest lecturing in courses outside the department
- * Leading seminars/workshops on teaching issues
- * Enrolling in/auditing university courses that emphasize teacher training in higher education;
- * Participating in a teacher partnership, which could include entering into a mentoring relationship
- * Researching/studying pedagogical materials
- * Enrolling in/auditing Master Classes

(4) Evidence of Student Response: Some form of student reaction to instructor is necessary for each semester for each course taught by non-tenured faculty and at least once every two years for each course taught by each tenured faculty. Student evaluation of faculty is typically measured by TEVALs (Alternative methods of collecting student reaction must be determined through consultation and approval of the department head).

(5) Evidence of Student Learning: Faculty should offer evidence of student learning in the context of those student learning objectives identified in the course syllabus. It is incumbent upon the faculty to offer the evaluation committee appropriate evidence of student learning. Evidence of student learning could include, but are not limited to:

- * examples of assessment materials (e.g., exams, special projects, assignments, etc.)
- * examples of student responses to those assignments (e.g., graded papers, relevant pieces of student work, videotape performances)
- * Exit interviews
- * Senior theses
- * Classroom pre / post tests
- * TEVAL item #14
- * Individualized questions on TEVALs, IDEA forms
- * Final exam questions which address student learning objectives

b. Coaching Debate and Forensics

Coaching for the director of each team will be considered:

- * 'Well above expectations' if the majority of student responses are at the highest point of the index, rigor is evidenced in the program (e.g., frequent practice rounds, frequent coach/student contact), each team is large or growing, and the debate team has a national team ranking in the top 10 percent, or the individual events team has 19+ entries at the AFA-NIET or has regionally placed in the top three in sweepstakes at or above 60 percent of the year's tournaments, not including Districts or Nationals;
- * 'Above expectations' if the number of student responses in the two highest categories exceeds at least the number in the three lowest categories, rigor is evidenced in the program, each team is large or growing, and the debate team has a national team ranking between 11 and 20 percent, or the individual events team has 15-19 entries at the AFA-NIET or has regionally placed in the top three in sweepstakes for 45 to 59 percent of the year's tournaments, not including Districts or Nationals;
- * 'At expectations' if the modal student response is at least in the middle category and the

number of responses in the two highest categories exceeds the number in the two lowest categories, rigor is evidenced in the program, each team is large or growing, and the debate team has a national team ranking between 21 and 40 percent, or the individual events team has 10-14 entries at the AFA-NIET or has regionally placed in the top three in sweepstakes for 30 to 44 percent of the year's tournaments, not including Districts or Nationals;

* 'Below expectations' if the number of student responses in the three lowest categories exceeds the number in the two highest categories, rigor is lacking in the program, each team is small or declining, or the debate team has a national team ranking between 41 and 60 percent, or the individual events team has 5-9 entries at the AFA-NIET or has regionally placed in the top three in sweepstakes for 15 to 29 percent of the year's tournaments, not including Districts or Nationals; and

* 'Well below expectations' if the majority of student responses are in the lowest two categories, rigor is lacking in the program, each team is small or declining, or the debate team has a national team ranking in the bottom 39 percent, or the individual events team has 0-4 entries at the AFA-NIET or has regionally placed in the top three in sweepstakes at or below 14 percent of the year's tournaments, not including Districts or Nationals.

The evaluation of all assistant coaches will involve the same criteria as the director, except that in place of student responses on an index will be an evaluation by the director, which includes student input, as to whether the assistant coach's work for the program has been 'well above expectations,' 'above expectations,' 'at expectations,' 'below expectations,' or 'well below expectations.'

3. Research/Creative Endeavor

Faculty at the beginning of their careers are expected to provide a steady flow of research to establish their ability as productive scholars. Other faculty should engage in long-term projects which establish or maintain national reputations. All faculty, however, experience substantial time commitments when they design, conduct, and publish/or present research; write book chapters or books; and prepare, submit, and revise proposals for extramural financial support. Consequently, research will be evaluated on the basis of a three-year "rolling average" (i.e., year one = 50% of research evaluation; year two = 30% of research evaluation; year three = 20% of research evaluation).

a. Research Achievement

Research refers to scholarly investigation. It can include publication of books, textbooks, chapters, articles, and book reviews; presentations at conventions, conferences, and similar forums; editing and refereeing for scholarly journals; responding to papers at a convention; grant proposals; the publication of instructional resources, e.g. ERIC,

workbooks, manuals; and work-in-progress, e.g., long-term research projects.

- * 'Well above expectations' if the faculty member has published an article-length paper in a refereed regional, national, or international journal, or some equivalent thereof, e.g. published a book (which may be carried over two years of evaluation) or a chapter in a book; or had an off-campus grant proposal accepted;

- * 'Above expectations' if the faculty member has published an article-length paper in a refereed state journal, or some equivalent thereof, e.g., published a critical response to a paper, an entry in a reference work, a paper in a proceedings or festschrift; submitted a major off-campus grant proposal; had an on-campus grant proposal accepted; or presented an invited off-campus lecture to an academic audience or presented several juried convention papers;

- * 'At expectations' if the faculty member has presented a convention paper, or some equivalent thereof, e.g., published a book review, article in a non-refereed journal, submitted an on-campus grant proposal, reviewed papers for publication, or demonstrated substantial progress on a long-term research project;

- * 'Below expectations' if the faculty member has not published or presented a paper for a given calendar year of evaluation, or cannot demonstrate progress on a long-term research project; and

- * 'Well below expectations' if research output is rated "below expectations" for a second consecutive year.

b. Creative Endeavor

Creative Endeavor refers to accomplishments in theatre and dance. It can include directing, designing (i.e., sets, lights, props, costumes, make-up), technical directing, choreographing, play writing, costuming, marketing, management techniques, graphics, master teaching, leading intensive workshops, and/or performing for a major public production.

In general, creative endeavors will be considered as shown below. However if a faculty member believes that a particular item deserves greater merit than shown below, a case for changing its merit should be presented to the Department Head and the Committee on Salary, Promotion, and Tenure.

- * 'Well above expectations' if in addition to creating reputable on-campus productions on a time-allotted schedule, the faculty member has at least one of the following: (1) a competitively selected or recognized creative endeavor at a national or international venue, or (2) has presented a competitively selected paper or workshop at a national or regional professional conference during the calendar year of the evaluation.

* 'Above expectations' if in addition to creating reputable on-campus productions on a time-allotted schedule, the faculty member has at least one of the following: (1) a competitively selected or recognized creative endeavor at a regional or state-wide venue, or (2) a competitively selected paper or workshop presented at a state-wide professional conference.

* 'At expectations' if the faculty member has (1) an on-campus creative endeavor completed within a time-allotted schedule, and (2) on-campus production work is generally recognized as meeting the standards of KSU Theatre and Dance.

* 'Below expectations' if the faculty member's creative endeavor is (1) significantly late, or (2) the on-campus production work is generally recognized as not meeting the standards of KSU Theatre and Dance.

* 'Well below expectations' if: (1) the on-campus creative endeavor is not completed or (2) the faculty's on-campus creative work is chronically late; or (3) the creative endeavor is rated "below expectations" for a second consecutive year.

4. Service

Service refers to activities related to formulating departmental and university policy; making ideas, information, and creative presentations available to the general public; and providing leadership in professional associations. Generally, it includes involvement in program, department, college, university committees, councils, and senates; academic advising of students; service in appropriate professional organizations; involvement in organizing meetings, symposia, conferences, and workshops; work on special projects with prior authorization by the department head; and participation on radio and television. In all cases service must be related to the faculty member's field of expertise.

The following administrative activities are particular to some faculty members in each of the programs: directing a program of the Department; recruiting students; arranging the logistics of travel; accounting for expenditures and budgeting; making decisions about program activities; supervising and coordinating assistants within a program; scheduling student activities; hosting high school and college activities, festivals, tournaments, and summer institutes; preparing annual reports; working on Open House; and assisting with public screenings.

In general, service accomplishments will be considered as shown below. However, if a faculty member believes that a particular item deserves greater merit than shown below, a case for changing its merit should be presented to the Department Head and Committee on Salary, Promotion, and Tenure.

* 'Well above expectations' if the faculty member has performed extraordinary

service to the department, university, external public, and/or discipline.

* 'Above expectations' if the faculty member has performed significant service to the department, university, external public, and/or discipline.

* 'At expectations' if the faculty member has performed an average degree of service to the department, university, external public, and/or discipline.

* 'Below expectations' if the faculty member has (1) not performed an average amount of service to the department, university, external public, and/or discipline or (2) has engaged in behaviors that work to undermine the morale and/or constructive relationships within the department;

* 'Well below expectations' if the faculty member (1) has not performed an average amount of service to the department even though specifically requested or (2) the faculty member receives a "below expectations" in service for a second year.

B. Procedures

1. Curriculum Vitae Files

A current file of all faculty members curriculum vitae should be kept in the main office. It is the responsibility of faculty members to update their files by December 15 with regard to the departmental criteria in Teaching, Research/Creative Endeavor, and Service. Faculty members on the Committee on Salary, Promotion, and Tenure must submit the same evidence as all other faculty members.

2. Submitting Evidence of Teaching Effectiveness

All faculty are expected to participate in a primary method of rating classroom instruction. The classes which are rated should be rotated annually so that all traditionally-taught classes are rated at least once over a three-year period. Faculty choosing colleague ratings without classroom visits for their primary rating ought to provide the following materials: (a) a syllabus; (b) a list of objectives; © a copy of one examination; and (d) a description of all projects or assignments.

Faculty choosing colleague ratings with classroom visits for their primary rating ought to provide background information on the class' subject for visiting committee members. This might take the form of a syllabus or a written statement concerning materials that have been covered and will be covered in the class. Plans for using this option during a particular calendar year of evaluation should be discussed with the Department Head one year in advance of the annual review. In addition, there will be a limit on the number of faculty members allowed to use this option.

Non-tenured faculty are required to have formal student evaluations of each of their classes at least once a year, using the TEVAL faculty information form. Tenured faculty are encouraged to provide student evaluations using the TEVAL faculty information form.

Coaching forensics and debate can be evidenced by letters from external reviewers and student evaluations. Other indicators of forensics and debate teaching effectiveness can be obtained from student achievements (e.g., trophies, medals, certificates), but these data must be evaluated in the context of the amount of support given to the program and the goals of the program.

Supervision of M.A. thesis/report/creative project can be evidenced by a description of nature and scope of project, student evaluations, and the quality of final product as judged by Department Head and Committee on Salary, Promotion, and Tenure.

Supervising students for a full-length public production can be evidenced by student evaluations, student achievements, and reviews. If a faculty member elects to have a full-length production count as teaching, then that individual cannot count the same production as a creative endeavor.

3. Submitting Evidence of Research/Creative Endeavor

Faculty are expected to submit evidence of research/creative endeavor. This can include books; chapters; articles; book reviews; papers and critical responses to papers for a convention; grant proposals; play scripts; and information regarding work as a director, designer, technical director, costumer, or choreographer for a full-length public production. Evidence for public productions can include playbills, awards, programs, audience response, production designs, and ACTF evaluations.

Work that has been submitted for publication or production, but not accepted can be submitted as well. Faculty engaged in long-term research projects (e.g., a major article or book) must negotiate with the Department Head regarding the project, and submit a copy of the work and a report that discusses the year's progress. All work will be examined by the Department Head in consultation with the Committee on Salary, Promotion, and Tenure.

4. Submitting Evidence of Service

Service can be evidenced in the form of letters of invitation and appreciation, printed programs, committee minutes, newspaper articles, and the like; or through syllabi, lecture notes, formal student evaluations for service activities which can substitute for teaching.

C. Evaluation Process

Faculty evaluation is conducted in January of each year. Evaluations are primarily decided by the Department Head in consultation with the Committee on Salary, Promotion, and Tenure. However, the program administrator will provide input to the Committee through the chosen representative for the program. The Department Head will arrange faculty into no more than five groups and prepare a final written evaluation which will be communicated to the faculty member and submitted to the Dean. Specifically, each faculty member will be rated on each of the categories, according to the following values: 5 = Well above expectations; 4 = Above expectations; 3 = At expectations; 2 = Below expectations; and 1 = Well below expectations. Written justification will be provided for each rating and, if asked, the Department Head will inform each faculty member about how that individual might improve their rating for the following year.

The separate ratings for each category will be combined to produce a single evaluation. This is accomplished by summing the weighted ratings for each category. The weights consist of the percentage of evaluation devoted to each category and can range from 0% to 100%. The relative weights assigned to each category for each faculty member will be determined in consultation with the Department Head one year in advance of the final evaluation. Any changes in the weights should be made in consultation with the Department Head. The weights must sum to 100% across all categories.

III. PROMOTION AND/OR TENURE

Candidates will normally be considered for tenure during the final year of the maximum probationary period, although, in exceptional cases, candidates with outstanding records in research, creative endeavors, teaching, and service may be considered for tenure at an earlier date. In all cases of tenure as well as promotion, a written request should be submitted to the Department Head by the end of the first week in September, either by the candidate or by one of the qualified faculty¹, with the concurrence of the candidate.

A. Candidate's Responsibilities

The responsibility for collecting the information that demonstrates the candidate's accomplishments will be borne principally by the candidate. The candidate is encouraged to consult with the Department Head and members of the faculty concerning the content and preparation of the promotion/tenure document.

The process for tenure/promotion evaluation begins automatically at the beginning of the final year of the probationary period, or when the candidate expresses in writing to the Department Head her/his intention to seek early promotion/tenure, or the candidate accepts the written nomination for early tenure by at least one of the faculty who are qualified to vote on the matter. The candidate will then prepare the portions of the promotion/tenure document that summarize her/his achievements in research/creative endeavor, teaching, and service. The documentation is required by the Provost's Office and must be presented in the format specified by that office.

1. Required Documentation

a. Statement by Candidate

1. Candidate's statement of accomplishments (one page summary of why a candidate feels that he/she should be promoted/tenured).
2. Candidate's statement of goals for the next five years (one page summary).

b. Instructional Contributions

1. Statement of activities (one-page summary: classes taught, student advisement, report/thesis direction, and any other evidence of instructional productivity).
2. Statement of quality of teaching, such as student evaluations, outcomes of special instructional projects, awards, etc. (one page summary).
3. Statement of creativity and excellence in teaching such as innovative teaching methods,

¹ ¹ Qualified faculty are those faculty already holding the position or rank the candidate is seeking. For example, the qualified faculty to vote on tenure decisions are those faculty already tenured. The qualified faculty to vote on promotion to full professor are those already at the rank of full professor.

introduction of new courses, substantive revision of existing courses, etc. (one page summary).

c. Research/Creative Activities

1. Statement of research/creative activities (one page summary).

2. Publications, and other scholarly achievements for the evaluation period. Articles in press or accepted for publication may be included, if they are denoted as such.

3. List of grants funded during the relevant evaluation period, including funding agency, funding level, duration, title, and collaborators. A separate list of proposals that were not funded during the evaluation period should also be supplied.

d. Statement of Service Contributions (two page summary)

2. Supporting Documentation

This supporting documentation should include the following relevant information if appropriate:

a. Scholarly Activities: Research /Creative Endeavor

1. A copy of manuscripts published, accepted, or submitted during the relevant time period.

2. Copies of all grant proposals during the relevant period. Reviewers' comments may be included.

3. Lists of invited and contributed presentations at professional meetings and symposia; research seminars at universities, professional workshops.

4. A list of former and current students and the current status of each of them.

5. National, regional, and local awards or recognition; copies of articles or other materials that cite or discuss the importance of the candidate's work and contributions.

b. Scholarly Activities: Teaching

1. List of courses taught.

2. Teaching evaluations

a. Student evaluations

b. Peer evaluations

3. National, regional, and local awards or recognition.

4. Information concerning the introduction of new courses and/or substantive course revision.

5. Other information that demonstrates the candidate's teaching effectiveness.

6. Design portfolios.

7. Materials related to creative activities.

c. Service

1. A summary of the candidate's activities on Departmental, College and University committees.

2. A summary of the candidate's activities in national, regional, and local professional societies.

3. Information concerning the candidate's organization of symposia, etc.

4. Evidence of the candidate's reviews of books, papers, and research proposals.

5. Other service to the University and the department.

d. Supporting letters

In addition to the documentation above, the faculty member should submit a five-year research,

creative, and scholarly activities plan. The research plan, which is an extension of the one-page summary that is required by the University, should be consistent with available resources and should include a discussion of the significance of the proposed work and its relationship to her/his current work.

B. Department's Responsibilities

Upon either receiving the candidate's written request or, with the candidate's concurrence or the written nomination of at least one of the faculty who are qualified to vote on the matter, the Department Head will obtain the following documents and information.

1. Letters from External Evaluators

The Department Head will request the candidate and the Director of the relevant division to submit separate lists of potential external evaluators. These lists need to be submitted to the Department Head by September 15. The candidate's former mentors are specifically excluded as possible evaluators. The Department Head will inform the candidate of the names of all potential evaluators and provide her/him with an opportunity to comment on them. The candidate may request the Department Head to exclude certain individuals as external evaluators. The Department Head will choose the names of five evaluators to perform the external reviews. If one or more of the initially chosen external evaluators should be unable or should decline to review the candidate, then the Department Head should make a reasonable attempt in her/his selection of alternate external evaluators. The Department Head will write the external evaluators and provide them with (1) a copy of the candidate's curriculum vitae, (2) a copy of the candidate's statement, and (3) a copy of up to five of the candidate's publications (including manuscripts "accepted" and "submitted") and/or a portfolio of the candidate's creative work. Each external reviewer will be requested to: (1) evaluate the candidate's research work and accomplishments, and (2) compare the candidate with others in the same general area of research who are at a comparable career level. These letters must be mailed to the external reviewers by the last week of September. When the external reviews return, they are added to the candidate's promotion/tenure document. The completed external reviews will be accompanied by a copy of the letter that was sent to the evaluator. All solicited letters of evaluation concerning the candidate that are received must be included in the promotion/tenure document.

2. Teaching Documentation

The Department Head will gather additional information on teaching performance by communicating with relevant faculty and by encouraging student input on the candidate's teaching.

C. Faculty Vote

By the last week in October, qualified members of the faculty and the Department Head will meet to discuss the case for promotion and/or tenure of the candidate. At that meeting, the Department Head will summarize the external letters for the qualified faculty. The qualified

faculty may review the external letters upon request.

Within five business days subsequent to the faculty's discussion of the candidate, each qualified member of the faculty will submit a written recommendation/ballot to the Department Head. Justifications of individual votes may or may not be provided by the faculty. At the close of the voting period, the Department Head will record the vote.

D. Report of the Department Head

The Department Head will review the candidate's promotion/tenure document, the external reviews, and the recommendations of the faculty and make an independent recommendation by the first week of November supporting or failing to support promotion/tenure of the candidate. On the same date the Department Head will explain his/her recommendation to the candidate and the faculty.

E. Appeal Procedures

If the candidate should wish to appeal the recommendation of either the faculty or the Department Head, the request for reconsideration must be made in writing by the candidate within three normal working days of the candidate's notification of the recommendations. The candidate must present in writing the arguments for reconsideration and provide at that time to the Department Head any additional evidence that supports the candidate's position.

If the candidate requests reconsideration of the faculty's recommendation, the Department Head will convene a meeting of the qualified faculty at least one week before recommendations must be sent to the Dean to consider the candidate's written arguments and additional evidence. Within one business day of the conclusion of the meeting, each qualified faculty member will submit a second, written recommendation to the Department Head. Participation in a reconsideration vote will be restricted to members of the qualified faculty, and will be conducted in the same manner as in the original vote. The final recommendations of the faculty and the Department Head will be transmitted in writing to the candidate and to qualified faculty.

F. Forwarding Procedures

After the candidate has studied the recommendations, the candidate decides whether or not to withdraw her/his application. If the candidate wishes to continue the process, then the promotion/tenure document is forwarded to the Dean. (In the case of a tenure decision involving the maximum probationary period and the mid-probationary review, the document must be forwarded.) The Department Head will include the results of the secret ballot, the summary of the faculty's justifications, including verbatim comments from the ballots, and her/his written recommendation.

IV. MID-TENURE REVIEW

The mid-probationary review will be conducted during the second semester of the probationary faculty member's third full year at Kansas State University. This review is intended to provide tenure-track faculty members with assessments of their performances by the tenured faculty in the areas of research/creative endeavor, teaching, and service; for the tenured faculty to comment on the probationary faculty member's long-range plans for research/creative endeavor, and other scholarly activities; to determine if the accomplishments and goals of the probationary faculty member are consistent with the missions and expectations of the Department; and to determine if reappointment for a fifth year of service is merited.

A. Department Head's Responsibilities

At the beginning of the academic year in which the review is to occur the Department Head will inform the candidate of the review and of his/her responsibilities concerning the review.

The Department Head will interview a representative sample of current and former graduate and undergraduate students to ascertain the quality of the candidate's teaching. The students' written evaluations (e.g. TEVAL) of the faculty member will also be reviewed by the Department Head.

B. Candidate's Responsibilities

The procedure for mid-probationary review will be similar to the review procedure for promotion and/or tenure. The probationary faculty member will present to the Department Head by January 15 documentation of her/his accomplishments in research/creative endeavor, teaching, and service. The format that should be followed and the types of evidence that should be provided will be the same as those for tenure/promotion. Outside letters of evaluation will not be sought.

In addition to the documentation above, the faculty member should submit a three-year research and scholarly activities plan. The research plan should be consistent with available resources and should include a discussion of the significance of the proposed work and its relationship to her/his current work.

C. Report of the Department Head

The Department Head will review the candidate's document, the summary of the candidate's research and teaching effectiveness, and the recommendations of the faculty and make an independent recommendation supporting or failing to support appointment of the candidate to the fifth year of service. The Department Head will explain her/his recommendation to the candidate and to the faculty.

D. Appeal Procedures

If tenured faculty and/or the Department Head should recommend that the probationary faculty member should not be reappointed, then the appeal procedure that is used in the case of denial of promotion and/or tenure may be used by the probationary faculty member. All appeals must be resolved one week before recommendations are to be sent to the Dean.

E. Forwarding Procedures

The mid-probationary document, the faculty vote and summary of comments, and the department head's recommendation will be forwarded to the Dean of the College by the first week of March.

V. REAPPOINTMENT

The University's criteria for reappointment, tenure, and promotion are given in the Faculty Handbook (Sections C13, C40-51, C70-103). In addition, the Department of Speech Communication, Theatre and Dance by action of its faculty established the following criteria.

A. Reappointment of Non-Tenured, Tenure Track Faculty

To be reappointed on an annual basis non-tenured, tenure track faculty should be making adequate progress toward tenure and promotion as described below. Tenured faculty will vote on reappointment and the Department Head will make recommendation to the Dean of the College of Arts and Sciences.

B. Tenure and Promotion to Associate Professor

Under present University policy an assistant professor cannot receive tenure unless s/he is also promoted to associate professor. (Effective Faculty Evaluation, pp 30-31.) Thus, the criteria for tenure and for promotion to associate professor are identical.

There are three categories of expectations for each faculty member who is to be considered for promotion and tenure: Scholarly Activities--Research/Creative Endeavor; Scholarly Activities--Teaching; and, Service. A faculty member will be neither tenured nor promoted on the basis of outstanding contribution to research, teaching, or service alone.

1. Scholarly Activities: Research/Creative Endeavor

Research/Creative Endeavor is assessed on a yearly basis by a rotating committee of Speech departmental members in order to make judgements regarding merit and personal goals. Those yearly assessments may be referred to in order to help make the tenure and promotion decision, however, the yearly assessments should not be the sole basis for either a positive or negative evaluation of a candidate's scholarly activities.

The successful candidate for tenure and promotion is expected to show maturity in his/her research/creative endeavor program. Maturity of program is a product of sustained and coherent efforts which result in a regional, national, or international reputation. Such maturity of program is not necessarily well evidenced in, nor the purpose of, yearly departmental reports.

There are two equivalent tracks toward developing an appropriate program of scholarship. The two tracks are research and creative endeavor. The three values held for research/creative endeavor are: to enhance personal, program or, university prestige; to advance knowledge in the discipline; and, to bring in outside resources for departmental or research/creative endeavor program development. These three values are interrelated and

accomplishing one should have positive effects on the other two.

The successful candidate for tenure and promotion will be accomplished at the regional level and demonstrate the potential to acquire a national and/or international reputation in one of the three areas listed below.

a. Personal, Program, or University Prestige

This might result from such activities as personal or programmatic success in academic/research/creative endeavor competitions; work with scholarly materials [e.g. work as an editor, reader, or on a review board; invited lectureships, speeches, or workshops; having one's scholarship cited in texts or journals; book reviews; competitively selected conference presentations]; or, holding leadership positions in professional organizations.

b. Advancing Knowledge in the Discipline

This might result from published scholarship or creative endeavor (See Appendix A) in some area of audiology, dance, forensics, linguistics, speech-language pathology, rhetoric communication, or theatre [e.g. publication in regional, national, or international referred or selective sources such as journals, books, proceedings, or anthologies related to one's area of expertise].

c. Departmental or Research/Creative Endeavor Program Development

This might result from the candidate demonstrating that s/he has the potential to bring outside support by submitting grant proposals which would provide resources for his/her research program/creative endeavor or through proposals which would acquire resources for enhancement of departmental programs.

2. Scholarly Activities: Teaching

To be considered for tenure and promotion the candidate should have demonstrated her/his ability to teach effectively at both the undergraduate and masters level of instruction. Faculty in Audiology and Speech-Language Pathology are also expected to be effective in their clinical teaching.

Teaching is assessed on a yearly basis by a rotating committee of Speech departmental members in order to make judgements regarding merit and personal goals. Those assessments may be referred to in order to help make the tenure and promotion decision, however, the yearly evaluations should not be the sole basis for either a positive or negative evaluation of a candidate's teaching. The successful candidate for tenure and promotion is expected to show maturity as a teacher. Such maturity as a teacher is not necessarily best evidenced in, nor the purpose of, yearly departmental reports. The successful candidate for

tenure and promotion will be accomplished in all three of the following areas.

a. Scholarly Content of Courses : Is the candidate teaching audiology, dance, forensics, linguistics, speech-language pathology, rhetoric communication, or theatre which is appropriate for the courses involved in terms of breadth, currency, and intellectual demands on the students?

b. Interaction with Students : Does the candidate communicate effectively with students? Is the candidate an effective advisor to graduate and undergraduate students?

c. Teaching Methodology and Departmental Improvement : Is the candidate teaching in a way which is contributing to high quality teaching in the department? Are her/his syllabi and evaluation methods appropriate for the students? Is the candidate actively and productively addressing issues which could improve the quality of teaching in the department? Is the candidate helpful to other faculty in their teaching efforts?

3. Scholarly Activities: Service

To be considered for tenure and promotion the candidate should have demonstrated her/his ability to serve the department, university, and/or citizens of the state of Kansas.

Service is assessed on a yearly basis by a rotating committee of Speech departmental members in order to make judgements regarding merit and personal goals. Those assessments may be referred to in order to help make the tenure and promotion decision, however, the yearly evaluations should not be the sole basis for either a positive or negative evaluation regarding a candidate's service.

The successful candidate for tenure and promotion is expected to serve in a manner which is appropriate to the mission of a land grant institution. Such service is not necessarily best evidenced in, nor the purpose of, yearly departmental reports.

The successful candidate for tenure and promotion will be accomplished in one of the following areas.

a. Successful service on departmental and university committees.

b. Successful service to constituency groups on or off campus. Examples of such service might include: service through the speech language clinic, conducting secondary school assessment programs, lending one's expertise to community theatre, local dance performances, high school forensics tournaments, conducting lectures, workshops, or consulting. Successful service in this category should bring the particular expertise of the scholar-teacher to the benefit of the citizens of the larger community.

c. Successful service to the profession. (See Appendix B).

C. Tenure and Promotion to Professor

1. General Expectations

There are three categories of expectations for each faculty member who is to be considered for promotion: Scholarly Activities--Research/Creative Endeavor; Scholarly Activities--Teaching; and, Service. A faculty member must maintain or exceed the level of performance required of the Associate Professor in all three of these categories in order to be considered for promotion. (See Sec B.1., B.2., and B.3. above.)

2. Additional Expectations for Scholarly Activities : Research/Creative Endeavor

Research/Creative Endeavor is assessed on a yearly basis by a rotating committee of Speech departmental members in order to make judgements regarding merit and personal goals. Those yearly assessments may be referred to in order to help make the promotion decision, however, the yearly assessments should not be the sole basis for either a positive or negative evaluation of a candidate's scholarly activities.

The successful candidate for promotion is expected to show maturity in his/her program of research/creative endeavor. Maturity of program is a product of sustained and coherent efforts which result in a national or international reputation. Such maturity of program is not necessarily well evidenced in, nor the purpose of, yearly departmental reports.

There are two equivalent tracks toward developing an appropriate program of scholarship. The two tracks are research and creative endeavor. The three values held for research/creative endeavor are: to enhance personal, program or, university prestige; to advance knowledge in the discipline; and, to bring in outside resources for departmental or research/creative endeavor program development. These three values are interrelated and accomplishing one should have positive effects on the other two.

The successful candidate for promotion will be accomplished at the national or international level in at least one of the three areas listed below.

a. Personal, Program, or University Prestige

A national or international reputation in some area of audiology, dance, forensics, linguistics, speech-language pathology, rhetoric communication, or theatre might result from such activities as: personal or programmatic success in academic/research/creative endeavor competitions; work with scholarly materials [e.g. work as an editor, reader, or on a review board; invited lectureships, speeches, or workshops; having one's scholarship cited in texts or journals; book reviews; competitively selected conference presentations]; or holding leadership positions in professional organizations.

b. Advancing Knowledge in the Discipline

A national or international reputation might result from published scholarship or creative endeavor (See Appendix A) in some area of audiology, dance, forensics, linguistics, speech-language pathology, rhetoric communication, or theatre [e.g. publication in regional, national, or international refereed or selective sources such as journals, books, proceedings, or anthologies related to one's area of expertise].

c. Departmental or Research/Creative Endeavor Program Development

Program development might result from such activities as successfully securing significant outside support through proposals which provide extramural resources for her/his program of research/creative endeavor or through extramural support which provides resources for departmental programs.

VI. CHRONIC LOW ACHIEVEMENT

A. General Orientations:

All faculty members must 1) provide a competent level of instruction, 2) maintain a research program or engage in creative endeavor, and 3) perform service responsibilities. Each of these three areas are essential to the mission of the department.

1. Teaching

a. Classroom Instruction:

The Department of Speech Communication, Theatre and Dance offers bachelor's and master's degrees. The department has 25 full-time faculty positions. Quality teaching is a high priority for all Speech Communication, Theatre and Dance degree programs. Teaching includes lecturing in the classroom, preparing new or revised course materials, conducting seminars, advising undergraduate and graduate students, supervising master's theses/reports/projects, overseeing independent study courses, and mentoring students outside the classroom. Some may focus their efforts more on undergraduate education while others carry a larger responsibility for graduate instruction. The faculty believe that distributing formal teaching assignments to correspond with faculty strengths should continue in the future. At a minimum, faculty are expected to:

- 1) Maintain an up-to-date knowledge in each subject taught,
- 2) Provide a clear and coherent style of presentation,
- 3) Provide a supportive learning environment that stimulates students' interest and appreciation for a field of study,
- 4) Intellectually challenge students,
- 5) Meet students' academic advising needs,
- 6) Be accessible to students during posted office hours, and
- 7) Meet classes on a regular basis or provide an alternative learning experience.

b. Forensics:

A minimal performance level is an expectation that faculty members are continuously engaged in forensic activity. "Minimal" designates evidence that progress towards a successful debate and individual events program is being achieved. At a minimal level, a forensics faculty member is expected to:

- 1) Travel to six tournaments a year, and
- 2) Have six debaters or twelve I.E. participants on the team per year, and
- 3) Spend three contact hours coaching participants per week, and
- 4) Have two squad meetings per month, and
- 5) Operate within budget, unless an exception is made by the Department Head.

2. Research / Creative Endeavor

Faculty members of the Department of Speech Communication, Theatre and Dance are expected to engage in continuous research and/or creative endeavor unless job description or position dictates otherwise.

a. Research:

Every research faculty member in the Speech Communication program is expected to be a scholar and maintain a continuous research program. A minimal performance level is an expectation that faculty members are continuously engaged in research. "Minimal" designates evidence that progress toward the successful completion of some research is being achieved. At a minimal research level, a faculty member is expected to:

- 1) Submit an essay to a conference or academic journal over a two year period, or
- 2) Submit a proposal to a granting agency over a two year period, or
- 3) Produce a new chapter for a book over a two year period, or
- 4) Some equivalent thereof.

Research activities may be interpreted to include such activities as publication in peer reviewed periodicals, scholarly books, book chapters, reports in proceedings, technical reports, book reviews, research presentations at professional meetings, participating as a principal investigator on sponsored research grants, receipt of fellowships, and submission of grant proposals and manuscripts for review. Research programs may be oriented toward rhetorical, critical, or experimental research.

b. Creative Endeavor:

Faculty members of the Theatre and Dance Program are expected to engage in continuous creative endeavor. Production faculty must be involved in the Programs' on-campus productions. Off-campus production may not be substituted for on-campus responsibilities. Non-production creative endeavor and/or research programs are expected of other Theatre/Dance faculty. "Minimal" designates evidence that progress toward the successful completion of activity is being achieved. At a minimal creative endeavor level, a faculty member is expected to:

- 1) Engage in at least one production activity a year, or
- 2) Submit a written work each year, or
- 3) Submit another form of creative activity a year, or
- 4) Some equivalent thereof.

Creative endeavors may include such activities as playwriting, play directing, scenic design, costume design, lighting design, choreography, production management, dance production management, design, choreographic or other kinds of artistic competition, stage management,

etc.

3. Service

Faculty members in the Department of Speech Communication, Theatre and Dance have a long history of significant contributions in service at the departmental, college, university, community and national levels. While service outside the department is strongly encouraged and rewarded by the current faculty evaluation system, satisfactory service at the departmental level is considered sufficient to meet the minimal performance standard.

Departmental service activities are expected from every faculty member and each is assigned specific areas of responsibility to include such activities as, but not limited to:

Program Directors	Summer School Committee
Open House Committee	Fundraising Coordinator
Safety Officer	Newsletter Editor
Evaluation Committee	Director of Graduate Studies
By-Laws Committee	Computer Maintenance Coordinator
Executive Committee	Ad Hoc Committees
Library Committee	

These responsibilities are necessary for the function of the department and each faculty member's designated responsibility must be carried out.

B. Administrative Action for Chronic Low Achievement

The Department will follow section C31.5 of the Faculty Handbook concerning administrative actions to be taken upon the identification of chronic low achievement. "When a tenured faculty member's overall performance falls below the minimum-acceptable level, as indicated by the annual evaluation, the department or unit head shall indicate so in writing to the faculty member. The department head will also indicate, in writing, a suggested course of action to improve the performance of the faculty member. In subsequent annual evaluations, the faculty member will report on activities aimed at improving performance and any evidence of improvement. The names of faculty members who fail to meet minimum standards for the year following the department head's suggested course of action will be forwarded to the appropriate dean. If the faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, then 'dismissal for cause' will be considered at the discretion of the appropriate dean." (K.S.U. Faculty Handbook)

The department head's assessment of whether or not a faculty member's performance is at least minimally acceptable will be based on the expectations listed above. The relationship between a person's minimal performance expectations and their professional goals in teaching, service, and research are discussed each year as part of the formal annual evaluation process.

VII. PROFESSORIAL PERFORMANCE AWARD

A. General Orientations:

The Professorial Performance Award is available to faculty at the rank of Professor. The PPA is designed to reward senior faculty for “strong performance” of professional duties by providing a base salary increase beyond what is available through the department’s annual evaluation process. The PPA is not a right accorded to every faculty member at the rank of professor, nor is it granted for routinely meeting assigned duties. It is, rather, awarded for *distinguished performance* in teaching, research/creative activity, and service at the (full) professorial level. The PPA is not a promotion. It does not confer “seniority” over other faculty at the rank of Professor. A full description of the PPA is provided in the K.S.U. Faculty Handbook, section C49.1-C49.14.

B. Eligibility

An eligible candidate for the PPA must be a full-time Professor and have been in rank for at least six years since his/her promotion from Associate Professor, or since last receiving a PPA. The candidate should compile a portfolio that documents his/her professional activities in teaching, research/creative activity, and service during the eligibility period in accordance with the criteria listed below. This file should be submitted to the Department Head no later than October 1.

C. Selection Criteria

In order to earn the PPA, a candidate must meet the criteria below, as specified in the K.S.U. Faculty Handbook, C49.2:

1. The candidate must be a full-time professor and have been in rank at Kansas State for at least six years since the last promotion or Professional Performance Award.
2. The candidate must show evidence of sustained productivity in at least the last six years before the performance review.
3. The candidate’s productivity and performance must be of a quality comparable to that which would merit promotion to full professor according to the current approved departmental guidelines.

D. Process

In consultation with the Department’s Faculty Evaluation Committee, the Department Head will review the candidate’s file and prepare a written evaluation of his/her materials with respect to the criteria outlined above. The Department Head will also include a favorable or unfavorable recommendation of the candidate’s PPA application. A copy of the Department Heads’s written evaluation/recommendation will be provided to the candidate and her or he will have an

opportunity to discuss the Head's evaluation before it is forwarded to the Dean. Both parties will sign a statement acknowledging that they have met and discussed the evaluation. If there remain unresolved differences between the two, the candidate will be afforded the opportunity to submit a written response to his/her PPA evaluation to the Department Head and Dean.

E. Materials to be Forwarded

The Department Head will forward the following materials to the Dean of Arts & Sciences:

1. A copy of those portions of the SCTD evaluation document used to determine the candidate's qualifications for the award.
2. The candidate's PPA portfolio.
3. A copy of the Department Head's written evaluation of the candidate's PPA portfolio and recommendation to the Dean.
4. Documentation establishing that there was an opportunity for the candidate to examine the Department Head's evaluation/recommendation and to discuss those in person.
5. A written statement regarding any unresolved differences concerning the evaluation (prepared by the candidate).

VIII. MISCELLANEOUS

A. Committee on Salary, Promotion, and Tenure

This committee will be chosen by the Department Head and will consist of three full-time tenured faculty - one each from the programs of Theatre/Dance, Rhetoric/Communication, and Linguistics and Speech Pathology/Audiology. The committee members will be evaluated for merit salary increases by the Department Head. Service on the committee will be in staggered three year terms, with the possibility of re-appointment for one additional term.

B. Amendments to the Document

Proposed amendments to the document are to be submitted to the Committee on Salary, Promotion, and Tenure. The Committee will decide whether to bring the proposal to the Faculty for discussion and voting.

APPENDIX A

Creative Endeavor as Equivalent to Publication

Regarding Faculty Handbook, section C43 Research extends the frontiers of knowledge. In the arts, creative endeavor is the equivalent contribution.

Although theatre and dance faculty may meet the research portion of promotion criteria through publication, it is more likely that these criteria will be met through creative activity, usually involving a combination of the presentation of their work on campus, professional activity off-campus, and the presentation of workshops in various venues.

The purpose of this supplement is to augment or clarify some activities of creative endeavor which should be considered the equivalent of publication.

1. Some fields, such as design, have professional unions in which membership is determined by competitive examination. Such membership may be considered equivalent to publication.
2. Work recognized by organizations such as American College Theatre Festival or American college Dance Festival, e.g., in direction, design, technical direction, choreography or other areas, may be considered equivalent to publication.
3. For all theatre and dance faculty, presentations of workshops, sessions at professional meetings, or master classes are methods of sharing one's research with peers. Such invited or competitive presentations will be counted as the equivalent of publication in state, regional, national or international journals. The importance of these presentations will be judged on the merit of the presentation and the level of the professional meeting (e.g. presentation of a workshop at the National Conference of the Association for Theatre in Higher Education would be valued more than a presentation at a Kansas Thespian Conference).
4. Faculty members may also share their research by work at other university theatres and dance departments or for professional theatre and dance companies. Such work will be judged both by the reputation of the theatre company and by the quality of the work. Depending upon the venue, it will be counted as equivalent to invited or competitive presentations or publications.
5. Some faculty such as designers may have portfolio reviews by off-campus reviewers. Likewise, choreography on videotape may be evaluated by outside viewers. Such evaluation may be considered equivalent to publication.
6. Outside peer review of work by such faculty as directors, designers, technical directors, theatre managers and choreographers among others may be considered equivalent to publication.

7. Ways of demonstrating one's competence and sharing research are by invited or competitive presentations or workshops at state, regional, national or international meetings or conferences.

Examples of such meetings or conferences are:

- United States Institute for Theatre Technology
- State Thespian Conference
- National Thespian Conference
- Association of Kansas Theatre
- Mid-America Theatre Conference
- Other regional theatre conferences, e.g., Southeast Theatre Conference
- Association of Theatre in Higher Education
- Regional American College Theatre Conference
- National American College Theatre Conference
- Kansas Dance Network
- MidAmerica Dance Network
- American College Dance Festival Association
- Congress on Research in Dance
- International Association of Dance Medicine and Science
- Specially called conferences, e.g., Theatre in the Twenties, Hofstra University.
- On-going theatre topic conferences, e.g., Themes in Drama

APPENDIX B

Service to Professional Organizations.

Meaningful participation in the activities of professional societies implies more than membership and attending an annual meeting. Local, state, regional, national, and international levels of participation would be weighted differently. In approximate order of increasing importance, the following may be considered:

- selection as presiding chair of one session
- selection for participation in a panel discussion
- appointment to chair a panel discussion, including selection of panel members and coordination of topics
- appointment to membership of an active standing or ad hoc committee
- appointment to chair a standing or ad hoc committee
- selection as member of editorial board for a journal
- selection to office.