

Department of Theatre and Dance

APPALACHIAN STATE UNIVERSITY

GUIDELINES FOR APPOINTMENT, PROMOTION, AND TENURE

Revised and endorsed 2.13.18

The Department of Theatre and Dance supports the mission of Appalachian State University with its focus on teaching supported by scholarship/creative activity and service. Faculty members are expected to support and enhance their teaching skills by regular scholarship/creative activity and to contribute to the department, college, university, professional organizations and the community. There are individual differences in abilities and interests that require flexibility in evaluating performance in each area. Each person will contribute to the department in different ways and the faculty member can negotiate the weight for each of the areas in the annual evaluation.

Although other workload distributions may be negotiated in the annual evaluations, the generally recommended departmental percentages are:

Rank	Teaching	Scholarship/Creative Activity	Service
Lecturers	80%	Faculty may choose up to 20% in either scholarship or service	
Assistants	55%	25-30%	15-20%
Associates/Full	50-70%	10-35%	10-35%

In order to evaluate the relative weight of the chosen workload distributions, the Theatre and Dance department recognizes and values the substantiated, unique contributions that each faculty member makes to our department, the university and the profession. While each faculty member is expected to meet the criteria set forth in this document, overload factors in teaching, scholarship/creative activity or service within or outside the department will be considered and may affect the magnitude of contributions in alternate areas.

In each of the areas of teaching, scholarship and service, a diversity of contributions is valued. The expectations articulated below are based upon a workload distribution of 50% teaching, 25% scholarship/creative activity, and 25% service. If an individual's workload distribution differs from these percentages, the quantity of achievements expected in each category should be adjusted proportionally during the annual review process in consultation with the departmental chairperson. It is the responsibility of the candidate to explain their load distribution in any applications for promotion or in post tenure review materials. The tables below categorize standard contributions and provide a detailed guide to rank activities.

Minimum qualifications for promotion and tenure are stated in the Faculty Handbook (Chapter III). The following guidelines augment those minimal criteria and make them more explicit. Contributions for each faculty member will be evaluated based on both the quality of and the quantity of work produced. The Department of Theatre and Dance recognizes the MFA and the PhD as appropriate terminal degrees in Theatre and Dance. All faculty members are expected to meet the following minimal criteria in teaching, scholarship, and service.

Basic to the faculty member's successful performance is an interest in and recurring commitment to subject discipline. In order to remain active in the academic community, faculty members are obligated to reach beyond the classroom to maintain competency and to contribute to ongoing scholarship of the university and discipline. Faculty members are obligated to maintain a presence in the broader dialogue of the profession. This presence may be established and maintained through the following activities or through other activities identified by the faculty member:

- Mentorship of teaching at the regional, national, or international level
- Guest teaching at the regional, national, or international level
- Dissemination of scholarly research through national or international conference presentations

- Dissemination of scholarly research through publications that reach a national or international audience
- Creative activity at venues beyond the High Country region
- Leadership roles in regional, national, or international professional organizations

Theatre and Dance recognizes that scholarship is systematic inquiry that involves the advancement of knowledge including:

- The creation and production of artistic work
- Books, monographs and articles in refereed and/or non-refereed publications, such as online sources
- Articles and/or book reviews in press or accepted for publication in refereed journals
- Published book(s), articles and monographs that are innovative in pedagogical approach or make an original contribution to the field.

It also includes the integration of knowledge through:

- Refereed presentations, papers, invited lectures or panels at international, national and regional professional meetings and conferences, invitations to give master classes, workshops and training seminars
- Attendance and participation in workshops and/or master classes that advance one's professional knowledge and skill
- Professional organization memberships and activities, including leadership and committee roles
- Continued individual study that advances the art of production/performance and teaching, continuing education to maintain certification in specialized training areas
- Curriculum development leading to program development
- Invited theatre/dance production evaluations/critiques and/or performances.

It can also include the application of knowledge through:

- The enhancement of classroom teaching
- The production of a creative work
- Publication, public lecture, or presentation
- Service on editorial boards or its equivalent
- Exhibits of theatre/dance artifacts and resulting interpretive materials
- Grants in support of research or creative endeavors
- Serving as faculty mentor or other leadership role.

Tenure Policy

In order to be considered for tenure the faculty member will meet the criteria for the Associate Professor in the Faculty Handbook. In addition, the following considerations will be used to evaluate the faculty member for tenure:

- Recognized accomplishment in teaching and scholarship
- Significant contribution to the to the growth and development of the department with strong potential for future contributions to the department and the university
- Evidence of commitment to professional service to the university and/or college and the professional discipline.

Criteria for Performing at Rank

I. Teaching

Effective classroom teaching is characterized by the presentation of appropriate subject matter using a variety of approaches. All faculty members are expected and obligated to continue artistic endeavors and scholarly pursuits that will enrich the development of the courses in their field. All faculty members are expected to demonstrate teaching effectiveness and professionalism in their dossier and prepare artifacts using the current departmental guidelines.

The candidate is responsible for providing evidence, not only of teaching activity but also documenting and substantiating the quality of each submission under consideration. The candidate should address the rigor and effectiveness of their ongoing investigation and engagement within the faculty member's teaching area of expertise.

Documentation of teaching activities may include, but is not limited to:

- Peer review by faculty or other informed, objective and impartial professionals will occur within each review period. This review may include on-site and/or off-site evaluation of materials submitted for review of the candidate's work. See departmental "Peer Review Guidelines."
- Guest teaching or residencies, invitations to present teaching scholarship
- Student evaluations
- Course reviews/revisions
- Continuing education related to teaching
- A self-analysis of the faculty member's teaching; in accordance with current university dossier guidelines
- Systematic annual performance evaluation by the chair
- Awards or Honors for teaching accomplishment

Professionalism in teaching is expected at all ranks. Professionalism includes but is not limited to the following behaviors:

- Be accessible via email, phone, and office hours
- Meet classes regularly and hold them the full time
- Demonstrate willingness to teach courses as needed to serve the Departmental mission, including a variety of course levels, majors and non-majors.
- Demonstrate flexibility with colleagues on class scheduling, course preferences, times, classrooms, etc.
- Treat students respectfully, assign grades fairly

Effectiveness in teaching is expected at all ranks. Effectiveness includes but is not limited to the following behaviors:

- Develop competency in assigned teaching duties
- Provide a diversity of perspectives that promote critical thinking
- Give objective instructional feedback to students and assign grades fairly
- Provide experiential and/or applied learning to students
- Use effective methodologies, materials, and technology
- Consistently receive student evaluation scores at or above 3/5
- Indicate progress toward teaching goals and in areas in need of improvement in self-evaluations
- Receive positive peer evaluations that indicate competent and effective teaching

Expectations for Assistant, Associate and Full Professors

To be considered performing at rank within each review period, each faculty member should meet criteria articulated below for their rank.

Assistant Professors are actively engaged with their development as effective teachers. They are expected to have an operative understanding of their field and demonstrate the ability to effectively communicate the concepts and constructs within the domain's current practices. Documents that support engaging this development should be provided based on formal assessment and the guidelines within this document. Review at third year for contract renewal and at sixth year for tenure review is required. Non-binding reviews may be more frequent. For the third-year review, Assistant Professors must meet the professionalism in teaching criteria, and must provide evidence of quality achievements at the Tier I level in more than one category. At the sixth-year review, in addition to meeting the requirements of the third-year review, the candidate will also apply feedback from the

PTC and previous chair performance evaluations and demonstrate further progress toward the criteria for the rank of Associate Professor.

Associate Professors are expected to share their expertise in academic or professional venues beyond the university at the regional and state level. They are expected to demonstrate competency in their teaching field and provide evidence of their ability to communicate effectively the concepts and constructs within the domain’s current practices. Documents that support their recognition should be provided based on formal assessment, the documentation list and the Theatre and Dance Tenure and Promotion guidelines. Post tenure review is required every five years. In the post tenure review, Associate Professors must provide evidence of consistent achievement at the Tier II level. Associate professors who wish to apply for promotion should demonstrate further progress toward the standards for the rank of Professor. Achievements must be drawn from at least two categories.

Professors are expected to share their expertise in academic or professional venues beyond the university from the regional to national/international level. They are expected to demonstrate an articulate, sophisticated understanding of their field and provide evidence of their ability to effectively communicate the concepts and constructs within the domain’s current practices. Documents that support their continuing commitment to the scholarship of teaching should be provided based on formal assessment, the options in the documentation list, and the guidelines in the Theatre and Dance Tenure and Promotion document. Post-tenure review is required every five years. In the post-tenure review, Professors must provide evidence of consistent achievement at the Tier II level as well as achievement at the Tier III level. Achievements must be drawn from at least two categories.

TEACHING CATEGORIES	Tier I Achievements	Tier II Achievements	Tier III Achievements
Enhancement of teaching	<ul style="list-style-type: none"> ● Supervise a student honors contract, or a student in an honors section ● Organize or host departmental or campus resource(s) for course-related activities 	<ul style="list-style-type: none"> ● Coordinate department residencies by recognized professional(s) for course-related activities ● Incorporate technology into courses beyond AsULearn ● Participate in a collaborative teaching model ● Receive teaching award nominations and/or honors, or student research awards at the college level 	<ul style="list-style-type: none"> ● Develop or adopt new technologies for courses ● Recipient of teaching awards or honors, student awards, recognitions, fellowships, university and beyond ● Book, coordinate and facilitate interdisciplinary residencies or by recognized professionals for course-related activities.
Teaching beyond the classroom	<ul style="list-style-type: none"> ● Serve on a thesis committee member ● Coach or interview individual students as part of course activities 	<ul style="list-style-type: none"> ● Mentor independent and individual studies or internships with evidence of student success ● Participate in community engagement, service learning as part of course development ● Chair an honors project 	<ul style="list-style-type: none"> ● Develop community engagement, service learning and outreach programs ● Coach individuals outside the university as part of teaching practice ● Invited academic reviewer evaluating faculty teaching, scholarship and service at other universities (may also

		<ul style="list-style-type: none"> or thesis • Lead students on out-of-town field trip • Coach or interview individual students as part of departmental, co-curricular or extracurricular activities 	count as service to the profession, but can be counted in only one area.)
Curriculum development	<ul style="list-style-type: none"> • Document updates/revisions to a course • Contribute collaboratively to area-level and departmental revisions of curriculum 	<ul style="list-style-type: none"> • Develop a new course for the department • Lead an existing study abroad program • Provide collaborative leadership to area-level and department-wide revisions of curriculum • Significantly revise and update an existing course 	<ul style="list-style-type: none"> • Preparation of new courses or a new track • Create, develop and lead new study abroad program, or significantly revise and lead an existing one • Lead assessment activities for the department
Guest teaching	<ul style="list-style-type: none"> • Guest teaching in department courses or educational events (ex: TIOS, Summer Dance) 	<ul style="list-style-type: none"> • Guest teaching in courses outside the department, or at educational institutions in the High Country region 	<ul style="list-style-type: none"> • Guest teaching at the state, national or international level • Invited teaching residencies at other universities, institutions or professional venues
Professional development	<ul style="list-style-type: none"> • Attend teaching-related workshops on campus and locally 	<ul style="list-style-type: none"> • Attend regional/national workshops and/or attend extended conferences • Seek updated instruction or training related to scholarly field, and apply it to courses 	<ul style="list-style-type: none"> • Consistently attend regional workshops and/or extended conferences (more than one day) related to teaching or scholarly field, and apply information to courses
Other activities	Faculty member presents evidence of activity; weight is determined by chairperson in annual review		

II. Scholarship/Creative Activity

As an academic department *and* an artistic producing unit, our creative activities and artistic/scholarly endeavors contribute to the integrity to our classroom teaching and provide arts access and education for the University and the High Country. As a performing arts department, we value contributions to creative activity on campus balanced with off campus professional activity. As artists/teachers/scholars, creating artistic work with students is expected of all faculty members balanced with the expectation and support for professional creative/scholarly activities beyond the university to enhance our regional and national profile. The Department further recognizes that an important component of scholarship/creative activity is in the production and performance of works of theatre and dance, which is a significant part of the departmental mission. For evaluative purposes, scholarship functions as the equivalent of creative activity for faculty engaged in research for publication, and vice versa.

The discipline and pedagogy of theatre and dance relies heavily on the live performance in its historical, theoretical, experiential, global, technological, and film and new media contexts. Both theatre and dance performance require an extensive collaboration between the originator(s) of the performance (choreographer, playwright), the creative interpreters of the performance (director, designers, actors, dancers), the practitioners

(technicians, dialect, vocal, other technique coaches, and film and media artists), and the historical and/or theoretical interpreters of the performance (scholars, critics, dramaturgs). As a department, we value collaborative process equally with high artistic standards.

The Department accepts the recommendations of the National Association of Schools of Theatre and the National Association of Schools of Dance as guidelines for the evaluation of creative activity/research, which include but are not limited to the following:

- A critique for each production will occur, with the department chair serving as moderator of the roundtable, to evaluate systems/processes that have been employed
- A self-analysis of the faculty member's creative work; in accordance with current university dossier guidelines
- Systematic annual performance evaluation by the chair
- External peer review by faculty or other informed, objective and impartial professionals will occur on a regular basis. This review may include on-site and/or off-site evaluation of materials submitted for review of the candidate's work.

Expectations for faculty members engaged in scholarly/creative activity:

- Present/publish peer-reviewed creative and/or scholarly work, if granted reassigned time for such work/products
- Maintain a continuous record of achievement in the candidate's area of expertise
- Maintain currency in the candidate's area of scholarly and/or creative activity by engaging with the intellectual and/or artistic discourse in the field
- Act as a role model, leader, educator, and/or advocate in the field (Associate Professors and Professors) or show potential for achieving status as a role model, leader, educator, and/or advocate in the field (Assistant Professors)
- Practice professionalism in creative activity, which may include, but is not limited to, the following:
 - Collaborate successfully with peers in production
 - Demonstrate constructive use of peer feedback
 - Demonstrate willingness to work professionally with any peer in production
 - Engage in regular and appropriate communication during the creative process
 - Adhere to set timelines, budget constraints and commonly agreed upon artistic concepts
 - Practice direct and professional communication in production meetings regarding artistic differences or concerns, compromise as needed for the good of the production.

Criteria for evaluating the significance of scholarship and/or creative activity may include, but is not limited to:

- Dissemination of work: scope of project and/or size of circulation/audience which could include campus to international, co-curricular, invitational or professional work
- Quality of work: degree of excellence, prestige of publication and/or performance venue
- Impact of work: substantial readership/audience that advance intellectual and/or artistic discourse in the field, including work in continuing education or the scholarship of teaching
- Rigor and effectiveness of process, including ongoing investigation and engagement within the faculty member's area of expertise
- Currency and/or innovation in scholarship and/or creative activity, including interdisciplinary approaches.

Expectations for Assistant, Associate and Full Professors:

The College of Fine and Applied Arts Guidelines for Reassigned Time for Scholarly and Creative Activities document states: "Regular reassigned time of three credit hours per semester will be granted for satisfactory progress on an appropriate program of scholarship and/or creative work as demonstrated by the completion of the

equivalent of two significant products within a three year period” and “a product must be significant as measured by the Scholarly and/or Creative requirements/criteria set forth in the individual Department’s Tenure and Promotion document.” In the Department of Theatre & Dance, each rank has its own standard of measurement for what constitutes “significant products” for that rank. To be considered performing at rank within each review period, each faculty member should meet the criteria articulated below for their rank.

The College of Fine and Applied Arts Guidelines for Reassigned Time for Scholarly and Creative Activities document also states: “Exceptional achievements may carry additional weight (i.e. count as more than one product.)” Candidates may make a case that a single achievement in Tier III constitutes such an exceptional scholarly or artistic contribution that it should be treated as the equivalent of two or more Tier III achievements. Candidates may also make a case that multiple achievements at the Tier I or Tier II level should be combined to constitute the equivalent of a single achievement in a higher tier. In order to plan accordingly, faculty members are encouraged to present and discuss evidence of activity to the Chairperson during each annual review.

The candidate is responsible not only for providing evidence of scholarship and/or creative activity but also for substantiating the quality of each submission under consideration. Each scholarly/creative work may be credited just once at its highest level of recognition at the time of application, unless a case is made for exceptional scholarly or artistic contribution. The re-publication/re-presentation of a particular work as well as the citation of one’s work by others are not recognized as multiple scholarly or creative projects unless there is significant, generative revision. These are instead considered to be indicators of prominence in one’s field.

Assistant professors applying for third year contract renewal must document sufficient “significant products” by providing evidence of two scholarly/creative activities at the Tier I level guided by chair performance evaluations. At the sixth-year review, the candidate must document sufficient “significant products” by providing evidence of at least three Tier II achievements in addition to the prior two Tier I achievements for a total of five achievements. Additionally, the candidate will demonstrate progress on the development of creative and scholarly achievements by utilizing the feedback from the PTC and previous chair performance evaluations.

Associate professors must document sufficient “significant products” by providing evidence of at least two Tier II achievements and one Tier III achievement within each 5-year review period (PTR). To be considered for promotion to professor, it is expected that the candidate will provide evidence of a minimum of three Tier III scholarly/creative activities from at least two categories within a five-year period.

Professors must document sufficient “significant products” by providing evidence of at least one Tier II achievement and two Tier III achievements within each 5-year review period (PTR).

SCHOLARLY AND/OR CREATIVE ACTIVITY CATEGORIES	Tier I Achievements	Tier II Achievements	Tier III Achievements
Departmental productions	<ul style="list-style-type: none"> Minor contributor to a production at Appalachian 	<ul style="list-style-type: none"> Major contributor to a production at Appalachian with one positive external review every five years Minor contributor to three or more productions at Appalachian in a single season 	<ul style="list-style-type: none"> Major contributor to three or more productions at Appalachian in a single season with two positive external reviews every five years
Productions outside the	<ul style="list-style-type: none"> Minor contributor to a professional or 	<ul style="list-style-type: none"> Major contributor to a professional or 	<ul style="list-style-type: none"> Major contributor to a professional or university

department	university production in the High Country	university production in the High Country <ul style="list-style-type: none"> • Minor contributor to a professional or university production beyond the High Country 	production beyond the High Country <ul style="list-style-type: none"> • Author of a play or musical produced outside of Appalachian (but not self-produced)
Interdisciplinary projects	<ul style="list-style-type: none"> • Contributor to an interdisciplinary project at Appalachian 	<ul style="list-style-type: none"> • Contributor to an interdisciplinary project beyond Appalachian • Contributor to a major interdisciplinary project at Appalachian 	<ul style="list-style-type: none"> • Contributor to a major interdisciplinary project beyond Appalachian
Publication that advances intellectual and/or artistic discourse in the field	<ul style="list-style-type: none"> • Contributor to a book, edited book, chapter, article, blog, webpage or video related to one's field • Completed manuscript, unpublished 	<ul style="list-style-type: none"> • Primary or collaborative author of book, edited book, chapter, article, blog, webpage or video with a demonstrated and substantial readership • Primary or collaborative author of published policy report (or its electronic equivalent) with professional organization that demonstrates local or regional impact • Major author of invited review of book published in scholarly journals 	<ul style="list-style-type: none"> • Major author of refereed scholarly book length monograph • Major author of original work such as a script with a trade or academic press • Major author of refereed article or book chapter • Major author of refereed reference work (e.g. encyclopedias, bibliographies, etc.) • Major author of edited and juried journal or book • Major author of translation work on book, article, or other substantial text • Major or collaborative author of published policy report (or its electronic equivalent) with professional organization that demonstrates national and/or international impact
Award recognition	<ul style="list-style-type: none"> • Nomination for award for creative or scholarly activity 	<ul style="list-style-type: none"> • Recipient of college or university award for creative or scholarly activity 	<ul style="list-style-type: none"> • Recipient of regional, national, or international award for creative or scholarly activity
Grants/ Fellowships	<ul style="list-style-type: none"> • Submitted, but not funded, internal grant or fellowship • Submitted, but not funded, external grant 	<ul style="list-style-type: none"> • Recipient of internal (on-campus) grant/fellowship • Recipient of competitive grant or fellowship from 	<ul style="list-style-type: none"> • Recipient of international or national grant/fellowship funded by external source

		regional or state agencies	
Conferences	<ul style="list-style-type: none"> • Author or presenter for panel at local or university level conference • Chair or discussant for panel/workshop at local or university level conference 	<ul style="list-style-type: none"> • Author or presenter of refereed paper at regional or juried conference beyond Appalachian • Major author or presenter of local or regional presentation with a demonstrated and substantial audience that advances intellectual and/or artistic discourse in the field • Chair or discussant for panel/workshop at local or regional juried conference beyond Appalachian 	<ul style="list-style-type: none"> • Major author or presenter of a workshop, refereed paper at national or international conference • Chair or discussant for panel or workshop at national or international conference
Consultant, Presenter or Reviewer	<ul style="list-style-type: none"> • Invited speaker/presenter for public forum conference or media outside the department at Appalachian • Invited reviewer/respondent/ • judge for a performance event in the High Country • Interviewee for local or regional publication (excluding departmental publicity) • Invited speaker for local media 	<ul style="list-style-type: none"> • Invited speaker/presenter at local or regional convention • Keynote address at local or regional convention • Invited speaker for regional or state media • Invited reviewer for regional award or fellowship. • Invited reviewer/respondent/judge for a performance event beyond the High Country • Interviewee for national or international publication (excluding departmental publicity) 	<ul style="list-style-type: none"> • Invited speaker/presenter at national or international convention • Keynote address at national or international convention • Invited speaker for national or international media • Invited reviewer for juried journal, book or article • Invited reviewer for national/international award or fellowship • Major contributor to community based action or performance project leading to significant policy change on regional, national or international level
Other Activities	Faculty member presents evidence of activity; weight is determined by chairperson in annual review		

III. Service

In addition to teaching and scholarship, all faculty members are expected to provide service to the department, the college, the university and to their respective professions. All faculty members are expected to perform consistent service appropriate for their rank.

1. Service activities may include but are not limited to:
 - Regularly participate and contribute in departmental meetings
 - Complete ongoing departmental, college and university tasks as assigned
 - Participate actively in committee work
 - Contribute to recruitment, retention and student activities
 - Regularly attend commencement and convocation
 - Contribute to service work within the university
 - Contribute to professional organizations
 - Engage in community involvement that is discipline appropriate
 - Contribute to the departmental, academic or co-curricular infrastructure

2. Practice professionalism in service activities, which may include, but is not limited to, the following:
 - Collaborate successfully with peers in committees and other service projects
 - Demonstrate constructive use of peer feedback
 - Demonstrate willingness to work with any peer in service activities, including those with differing viewpoints
 - Engage in regular and appropriate communication for the duration of the service activity
 - Adhere to deadlines, budget constraints and commonly agreed upon service goals
 - Practice direct and professional communication regarding differences or concerns, and compromise as needed for the good of committee or project.

Expectations for Assistants, Associates and Full Professors:

To be considered performing at rank within each review period, each faculty member should meet criteria articulated below for their rank.

Assistant professors must provide evidence of consistent achievement at the Tier I level as well as some achievement at the Tier II level for each review period. Assistant professors who wish to apply for promotion should demonstrate further progress toward the standards for the rank of Associate Professor.

Associate professors must provide evidence of consistent achievements at the Tier I and Tier II levels as well as some achievements at the Tier III for each review period. Associate professors who wish to apply for promotion should demonstrate further progress toward the standards for the rank of Professor.

Professors must provide evidence of consistent achievements at the Tier I, Tier II, and Tier III levels for each review period.

SERVICE CATEGORIES	Tier I Achievements	Tier II Achievements	Tier III Achievements
Departmental Service	<ul style="list-style-type: none"> • Participate in recruitment activities, Open House, graduation, departmental meetings • Serve on departmental committees as assigned 	<ul style="list-style-type: none"> • Provide leadership in recruitment and retention activities, Open House or other departmental events • Co-author major departmental documents • Serve as publicity, program, media or other 	<ul style="list-style-type: none"> • Lead major departmental committees or coordination of major departmental projects • Author/revise major departmental documents • Serve as area assessment coordinator • Serve as Program Director (honors, etc.) • Serve as departmental

		liaison/coordinator <ul style="list-style-type: none"> • Serve as area/concentration coordinator 	assistant chair
College/ University Service	<ul style="list-style-type: none"> • Demonstrate consistent attendance at college and university functions 	<ul style="list-style-type: none"> • Advise a university-sponsored student club or campus organization 	<ul style="list-style-type: none"> • Serve on college and/or university level committees/projects • Serve as department chair • Coordinate other academic programs in the university
Advising	<ul style="list-style-type: none"> • Participate in additional advising activities (includes academic, juries, coaching, interviews, etc.) 	<ul style="list-style-type: none"> • Serve as an academic advisor 	<ul style="list-style-type: none"> • Coordinate advising activities (includes academic, juries, coaching, interviews, etc.) • Serve as a thesis advisor outside the university
Service to One's Discipline/ Profession	<ul style="list-style-type: none"> • Participate in local, state, or regional professional organizations 	<ul style="list-style-type: none"> • Contribute to state, regional, or national professional organizations • Serve as a grants panelist for an external professional organization at the state level 	<ul style="list-style-type: none"> • Demonstrate leadership in state, regional, national or international professional organization governance • Invited academic reviewer evaluating faculty teaching, scholarship and service at other universities (may also count as "Teaching Beyond the Classroom," but can be counted in only one area.) • Serve as a grants panelist for an external organization at the national or international level • Serve as an external reviewer of a production at another university
Civic involvement in the arts and/or education	<ul style="list-style-type: none"> • Demonstrate civic involvement within the local community which enhances the arts and/or education climate 	<ul style="list-style-type: none"> • Demonstrate civic involvement within the regional community which enhances the arts and/or education climate • Serve as a local or regional consultant or advisor in the faculty member's area of specialization or discipline • Serve on a 	<ul style="list-style-type: none"> • Demonstrate civic involvement within the state or national community which enhances the arts and/or education climate • Serve as a state or national consultant or advisor in the faculty member's area of specialization or discipline • Serve on a community arts or education board for a state or national organization

		community arts or education board for a local organization	<ul style="list-style-type: none"> • Serve as a discipline related consultant to a governmental or private sector organization
Other Activities	Faculty member presents evidence of activity; weight is determined by chairperson in annual review		

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