V. Annual Evaluation

A. University/Department Standards

The Policies and Bylaws of the Institutions of Higher Learning mandate that the university do annual evaluations of all members of the faculty. These annual evaluations provide the basis for third year review and the results of these evaluations serve as primary evidence for the request for tenure and promotion. Thus annual evaluations provide a significant means in which continued employment, promotion, salary increases and tenure are determined.

Periodic evaluation of teaching, scholarly/creative activity and service is the means by which the department maintains the quality of its faculty. The faculty clearly feels that these reviews should originate at the departmental level and the responsibility for the evaluation should rest there, as faculty and chair are the most qualified and knowledgeable body to carry out this task. In other words, departmental annual evaluations are professional peer reviews. Those making recommendations based on these evaluations should be expected to provide objective evidence for their decisions.

Faculty evaluations should be weighted according to the distribution of load as determined by the chair in consultation with the faculty. This means that the proportion of Teaching to Research/Creative Activity to Service should be taken into account when determining the overall evaluation of each faculty member.

For the annual evaluation process, the faculty member should include data from student evaluations of teaching for the year under review. Faculty should discuss their scores within the context of their course learning outcomes and pedagogical strategies.

Faculty are required in their annual evaluation written submissions to be specific, reflective and to contextualize their teaching, research and service. Faculty members should explain the impact and importance of their professional work.

B. Criteria/Evaluative Categories for Annual Evaluation

1. Teaching

The desired outcome of teaching is learning. The sharing of knowledge and the student’s application of that knowledge is the primary function of the College of Arts
and Letters. An enthusiasm for teaching and inspiring students to reach their full potential are essential qualities for those who aspire to promotion and tenure. The faculty of the Department of Theatre acknowledge diverse pedagogical approaches to that end. The creative activity displayed on campus forms a strong component of teaching in the college. All faculty members are expected to be prepared, knowledgeable, organized, to communicate their expectations clearly, and to review and return papers/projects in a timely manner. Additionally, they should be available to meet with students during announced office hours, participate in advising, and submit grades in a timely manner.

In the Department of Theatre, teaching comprises but is not limited to many of the following:

- Instructing courses
- Participation in undergraduate and graduate course offerings
- Development of undergraduate and graduate courses in area of expertise
- Directing, designing or performing in theatrical rehearsals and performances
- Academic advising that reflects an equitable percentage of the total number of majors in the program
- Supervising and managing studios/laboratories
- Curriculum development at the unit level
- Supervising independent study
- Overseeing/mentoring students who receive academic credit for creating directing projects, writing new plays, acting roles, designs and application of theatre technology for theatre
- Serving as major professor or committee member for students pursuing graduate degrees, B.F.A. senior projects in theatre, and B.A. or B.F.A. senior Honors projects.
- Developing appropriate innovative teaching strategies
- Application of technology to enhance course content
- Developing assessment processes and instruments
- Developing class materials
- Expansion of curricula
- Working with students on audition work or portfolio development
- Continuous professional development exemplified through the deployment of new skills or areas of knowledge, taking relevant courses/workshops leading to new skills or to professional certification, etc.
- Supervising students as they prepare for academic or professional post degree life
- Developing exit competencies and assessment methods or instruments in support of them

All teaching personnel (including all regular full-time faculty, adjunct and part-time-faculty) are expected to satisfy the following activities for a teaching evaluation rating equivalent to *meets expectations/satisfactory*. 
• During the first week of the term, provides classes with a detailed syllabus that includes reading and writing assignments, attendance policy, timely methods of assessment, and other information required by the Faculty Handbook
• Meets classes regularly. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the department office to cancel the class when advance notice is impossible
• Responds to student work thoroughly so that students may learn from the exercise and improve for the next. Written assignments and exams should be returned to students in a timely manner.
• Submits course grades by the final deadline.
• Demonstrates the following professional behaviors
  ▪ teaching assigned course load as appropriate to departmental needs
  ▪ meeting, holding, and dismissing classes at the designated time and place
  ▪ preparing and distributing appropriate syllabi or other course materials
• Meets course standards for each course level as outlined by program,
• Demonstrates teaching effectiveness through mechanisms such as student course evaluations, through established departmental evaluation from peer or chair review, or through direct observation of classes.
• Provides additional evidence of teaching effectiveness with syllabi, examples of innovative teaching, assignments, or projects, service-learning activities, self or peer evaluations, or other documentation
• Maintains regular office hours

The use of student evaluation of teaching data exclusively in itself will not document the presence of learning. The candidate’s documentation should be expressed in terms of outcomes. Therefore, examples of student work may be used as documentation of teaching/learning. (Refer to page 5-7 for explanation of criteria for effective teaching.)

Documentation for teaching/learning effectiveness for regular, full-time faculty could include but is not limited to:
• Student evaluation of course and instructor
• Written student comments
• Sample course materials, including course syllabi, assignments, samples of graded work, handouts, exams, videotapes, assessment instruments, etc.
• Development and instruction of new courses
• Substantial updating, improving and innovating of existing courses.
• Development of new approaches to teaching
• Voluntary peer review of teaching based on observation (the best documentation would be the remarks of several peers observing several classes)
• Unedited videotapes of teaching
• Sample assessment instruments, including tests or skills checklists/rubrics used in evaluating student progress
• Statistics from the tests and checklists/rubrics
• Video/audio tapes of performances and rehearsals
• Awards received by students for outstanding achievement
• Review of teaching and/or performances by outside adjudicators both of the teacher and/or students
• The success of graduates in the marketplace
• Statistical data showing grade distribution
• Skill charts listing the number of students who attained certain skills in a given time period
• Teaching awards and/or nominations
• Letters from faculty members who have taken the professor’s course
• Letters from former students, both undergraduate and graduate
• Publication in teaching related magazines or journals
• Documentation from attending and/or conducting teaching related workshops
• Evidence of past and present student achievement
• Application and/or receipt of summer teaching grant or other external grant
• Involvement in professional activities relating to one’s teaching (such as pedagogical publications, attendance at workshops, etc.).

Additionally the Department of Theatre values the instructional development and achievement of its adjunct and part-time faculty, who may engage with the possible following activities for a teaching evaluation rating of *exceeds expectations*.

• Develops curricula, new courses, course materials, etc.
• Updates course content, format, etc.
• Supervises teaching assistants, lab assistants, etc.
• Supervises field work, undergraduate and graduate research, etc.
• Integrates additional dimensions into teaching (technology, service learning, field experiences, etc.)
• Serves on graduate review committees, as appropriate to appointment