

# Program-Level Faculty Performance Criteria

## *Theater*

### **Domains of Faculty Performance**

Faculty members are responsible for making contributions to the fulfillment of EMU's mission in the domains of Teaching, Scholarship, and Service. EMU recognizes that these three domains are integrated. Growth in one domain will likely impact growth in another domain. The following definitions provide a university-wide benchmark of quality. Individual programs maintain guidelines for discipline-specific interpretation of the criteria; such guidelines are reviewed and approved by the Faculty Status Committee every six years.

Faculty candidates are evaluated by their peers in each domain as demonstrating Competent, Proficient, or Outstanding performance. Movement across the levels of performance is progressive in nature, reflecting greater breadth, depth, or scope of influence in a domain. Precise definition of Competent, Proficient, or Outstanding performance is difficult and may be too constraining; the narrative rubrics are not intended to be exhaustive or rigid measures. Rather, the following narratives are exemplars to set the standard for reaching consensus in making decisions on contract renewal/promotion.

### **Scholarship**

Scholarship is creative, intellectual work. It is the systematic, disciplined attempt to discover, transmit and apply knowledge. Scholarly activities grow from the ideas and methods of the arts, humanities, sciences, and professions, including the visual and performing arts. Scholarship and creative activity are measured by the contribution to generating and disseminating knowledge within and across disciplines. We recognize multiple modes of scholarship, including discovery, integration, application/engagement, and teaching (Boyer, 1997). At EMU we are a community of learning. Our scholarship reflects our Anabaptist values of collaboration, linking theory and practice, and pursuing peace and justice. EMU recognizes the standards of scholarship as defined by Glassick, Huber, and Maeroff (1997):

- clear goals for scholarship that identifies an important question in the field
- demonstration of understanding of existing scholarship around the question
- appropriate methodology in considering the question
- significance of contribution to the field
- effective presentation to intended audiences
- critical evaluation of the work

**Competent:** Competent scholarship/creative activity includes consistent and creative application of literature and research to teaching and practice within the discipline. It involves participation in professional conversations and conferences in order to gain and disseminate knowledge. Sharing original work through print and public presentations is an important part of this scholarship.

**Proficient:** Proficiency in scholarship/creative activity results in continuous and ongoing research in the pure and applied sciences, humanities, professions, or the creative/performing arts that builds on and contributes new knowledge to the discipline and/or enhances cross-disciplinary interaction. The originality of this scholarship is meant to deepen understanding of the subject and further develop methodologies and techniques that produce a product that is valued by others. Publications are reviewed and validated by peers and scholars in related disciplines.

**Outstanding:** Outstanding scholarship includes the highest standard of research, creativity, and practice. Scholarly contribution within and across disciplines regularly results in critical and public responses by

others and is used and applied by others. Scholarship frequently includes research funded by highly competitive grants in the discipline. Outstanding scholars are often characterized by public recognition of their leadership in their discipline or professional body.

In Theater, scholarly activity often takes the form of performances, productions, workshops, exhibitions, and publications.

Faculty should evaluate their exhibitions/performance (live or mediated) in narrative form using the following criteria. This will help the committee gauge the scope and impact of the work.

1. Venue: Describe the audience and reach. *Community impact could be an alternative way of describing certain types of projects.*
2. Type of show: Is it original, an adaptation, a traditional production of an existing work?
3. Selection process: How is work selected? Is it an open, juried or curated show? Were you invited?
4. External validation: Include any relevant reviews, etc.

Increasingly, the arts are being viewed as fluid, with much overlap between the visual and performing arts. Work in one area (studio art, performance art, cinema, stage plays, and more) benefits from work in another area. For this reason, gallery exhibitions, performance installations, and other creative work that adheres to the criteria below may be understood as falling within the framework of creative/performance-based scholarship.

A performance/exhibition will be judged outstanding if three of the following qualifications have been met, proficient if two of the following qualifications have been met, and competent if one of the following qualifications has been met.

1. The piece was selected to appear at a juried festival or a festival/cultural venue or institute with a large reach, a notable reputation, and/or professional media coverage.
2. The piece is original, meaning that it incorporates original written/created material. Alternatively, the piece may utilize a novel combination of theatrical/artistic elements, enough to constitute it as a unique adaptation of an existing work.
3. The piece is performed/presented at a professional venue, meaning a venue where actors/performers and crew members are paid a wage for their work, such as an Equity theater or a non-union theater that pays its workers.
4. The performers/creators of the work are compensated for their performance/artwork by the venue where they perform/display their work. This may manifest as the performers getting a percentage of the box office or as the performers/artists getting paid a flat rate for their work.
5. The piece received external funding from a cultural/arts organization, thereby designating it as an artistic endeavor worthy of financial support from a jury of peers.

**Publications** (May include printed publications, broadcasts, web sites, commissioned artwork, etc.)

Publications will be deemed outstanding if they appear in a national-recognized peer-reviewed journal. An article/book that incorporates research and/or a narrative of a creative process will weigh more heavily than an article reviewing an existing work. Visual, aural, and other creative work that is selected by a jury

of peers and presented in a nationally-recognized published form would also be considered outstanding, as would original creative writing such as a play or a screenplay. A high profile commission, for example a mural in a public space, might also fall within this category.

Review articles on existing performances and/or subject-specific literature will be deemed proficient if they appear in a nationally recognized, peer-reviewed journal. Presentations of research and creative work at national conferences would also fall into the proficient category. Workshops given at national conferences/festivals would also fall into this category.

Satisfactory scholarship will consist of some level of scholarly engagement, such as guest lectures/workshops at local institutions, serving as a judge/coach for local arts programs, or having work presented in publications with a local reach.

### **Teaching:**

Teaching facilitates learning. Effective teachers assist the learner in acquiring new knowledge, skills, and values. This includes the thorough understanding of a discipline, sound pedagogy, clarity of communication, utilization of engaging strategies, the evaluation of student learning and the capacity to remain current in pedagogies and learning technologies.

**Competent:** Competent performance in teaching includes currency of knowledge of the subject matter, effective communication in the classroom, sound pedagogical practice, and a willingness to work with students both inside and outside of the classroom. A Competent teacher clarifies expectations for the learning process, demonstrates enthusiasm, and contributes to student learning.

**Proficient:** A Proficient teacher contributes to student formation by providing an engaging learning environment. A Proficient teacher extends the learning beyond the textbook, guiding students to use critical thinking and understand the broader nature of the discipline. Proficient teachers can assess both student outcomes and their own praxis to enrich the academic environment. Proficient teachers make contributions to the curricular work of the program and remain current in pedagogy and technology.

**Outstanding:** An outstanding teacher embodies a way of being that enlivens the learning processes. An outstanding teacher motivates students to learn in ways that deeply impact how they think, act, feel, and serve. An outstanding teacher is an expert in the subject matter, has pedagogical fluency, is a skilled communicator, is a wise mentor in all aspects of student learning, and is an efficient evaluator of the learning process. An outstanding teacher displays enthusiasm for the discipline, exhibits a commitment to growth pedagogically, professionally, and personally and is committed to the development and training of other teachers.

In addition to the general criteria, Theater faculty should consider the following:

- Above all, faculty will establish a creative, supportive, and developmental atmosphere that is conducive to student learning in the classroom and in work on productions.
- Faculty in the Theater Arts are encouraged to search out opportunities for deepening their skills and developing new areas of expertise to enhance their pedagogical offerings. Faculty may describe their preparation in this area as part of their teaching narrative.
- Faculty members often engage in collaborative creative projects with students. These types of projects are certainly relevant to the teaching narrative. This includes opportunities to present work featuring students' work off campus in showcases, productions, festivals, exhibits, etc.

- Faculty members may also engage in freelance productions for various clients. Some of this work does not have much of an audience beyond the client, but may advance the faculty member's teaching skills by keeping them current in the field.

Outstanding teaching will include three of the following criteria, proficient teaching will include two of the following criteria, satisfactory teaching will include one of the following criteria.

1. Engagement with students through EMU theater productions, practicums, courses, and workshops. This includes leading them through the development and presentation of performances/art exhibitions that are viewed by the EMU and broader Harrisonburg communities. Continued participation in and recognition by the Kennedy Center American College Theater Festival is an important component of teaching activities in the Theater program.
2. Faculty continue their learning through participating as students in workshops and courses designed to enhance their knowledge and skills in their area of expertise.
3. Engagement with intercultural learning.
4. Engagement with students through external learning opportunities, such as group trips to see performances/exhibitions and to workshops. Taking student work off campus and presenting it at festivals, churches, schools, performance/art venues, and other locations.
5. Community engagement: Incorporating students into community-service oriented activities, such as afterschool arts programs, community-based arts programs, and/or church-related activities. Creating opportunities for all ages to engage with learning, such as workshops or arts education programs for kids in grades K-12 and adult learners.

### **Service:**

EMU educates students to serve and lead in a global context. As a shared value of EMU, service activities on the part of faculty are collaborative efforts to meet the needs of the institution and to further its mission in the world. Faculty are essential to the achievement of the mission of EMU, and faculty service is both highly valued and recognized as integral to the contract renewal and promotion system. Faculty service is composed of active contribution to the academic program and its students, involvement in university governance through membership on university committees and task forces, engagement in the church and in the broader community, and contribution to the discipline.

**Competent:** Competent service includes consistent and meaningful *participation* in program activities such as academic advising, program and curriculum development, assessment of student outcomes and program effectiveness, student recruitment, and accreditation activities (when applicable). Competent performance also includes attendance at school/university meetings, membership on program/school committees, university committees, regular *participation* in the local community of faith, and involvement in professional associations.

**Proficient:** Proficiency in service involves contributions that are more extensive in scope or nature. Proficient service includes membership on elected committees, special task forces, advising student organizations/groups, or significant search committees at EMU. Proficient performance also includes active *contribution* to the governance or activities of the local church, the broader church, the broader community, or professional organizations.

**Outstanding:** Outstanding service involves taking on a significant *leadership* role or *in-depth* contributions on campus, public recognition of the faculty member's *significant contribution* to the church or civic organizations, and organizational or opinion *leadership* in the broader professional, church or community organizations.