Evaluation of Faculty Creative and Scholarly Research
Working draft 12/12/2013

The Dance department annually undertakes a holistic evaluation of each faculty member’s creative and scholarly research. The purposes of this evaluation are to facilitate the success of faculty in tenure, promotion, and post-tenure review processes, and to develop and maintain healthy departmental discourses, continued success in developing our curriculum and successful engagement with on and off-campus communities.

In evaluative reviews of research we recognize and value the researcher’s aims and goals. The following questions guide our efforts:

1. **IDEAS**: What ideas/questions/issues/ motivate and sustain this project, and how are these ideas of significance to the larger arc of development of your work, and to the growth and betterment of those you intend to reach through the work?

2. **INFLUENCES**: What outside influences – i.e., historical and/or contemporary discourses, practices, and trends – contribute to and impact your work, and how do you experience this contribution and impact?

3. **PLANNING AND RESOURCES**: What earlier, ongoing, and future planning processes and resources are integral to the success of this work? Are there collaborators and other persons involved? How can the department assist with supporting faculty member in clarifying ideas and influences, planning and procuring resources, assessing quality and significance of work, and successfully sharing research products?

4. **QUALITY**: How will you and/or others assess the quality and significance of this work along the way and/or upon completion?

5. **OUTCOMES**: What work product(s) will be generated along the way and/or upon completion, and how will they be disseminated?

The department develops and maintains ongoing awareness of each faculty member’s perspectives on questions 1-4 above through his or her annual written reflections on creative and scholarly research, and through ongoing department-wide conversations on creative and scholarly research. The latter conversations take place in faculty meetings, in graduate and faculty forums, and through the discourses surrounding the creation, practice and presentation of artistic work, academic scholarship and community engaged research.

As concerns question 5 above, we recognize and value such external markers of success as:

- Publication of faculty-authored books, articles, book reviews and papers by established publishers, juried journals, and conference proceedings;
- Presentation of faculty-created choreography and performance, choreographic commissions, workshops, lecture-demonstrations, and scholarly works in local, regional, national, and international venues;
Curation and production of events and activities that reflect and/or advance the mission and goals of the faculty member's research agenda. Including, but not limited to, performance production, conference and panel presentation.

Documented recognition of creative and scholarly work in progress.

Leadership and/or participation in community engaged scholarship projects including but not limited to publications, exhibitions and programs, as well as partnerships, courses, grants, curricula, experiences or understandings that simultaneously advance the mission and goals of the faculty member and the community partner.

UNCG Dance Department Statement on Teaching
Working draft 12/2013

The Dance Department holds teaching to be a multi-faceted set of distinct and related activities that may take place inside and outside of the classroom, in formal and informal settings, and with varying degrees of focus, duration, and intensity.

Not all of the teachers in the Dance Department engage with all of the students in the department, and not all of the teachers engage with students in settings that provide easily comparable variables. Teachers in our department work in a variety of circumstances: a seminar/lecture course, a rehearsal, a dance technique class, a choreography class, a public school classroom, and myriad other sites of pedagogical engagement. Further, in some teaching contexts students are present by choice – i.e., taking an elective – while in other contexts students are fulfilling requirements they may not otherwise have chosen, and this variable may impact the conditions of teaching and learning in significant ways.

In each of its environments and contexts for teaching, the Department teaches students the imaginative, critical, and technical skills essential to the creative process and to scholarly inquiry, and provides them with the knowledge of dance necessary for professional engagement in the field. The Department prepares students for further study and for the task of creating successful and productive lives as artists, educators, and scholars at the state, regional, and national level.

In instructional hiring and evaluation practices, the Department emphasizes the importance of:

Strong planning skills, including flexibility/openness to change in planning;
Organization of the learning environment with and for students’ benefit;
Delivery of content and clearly (describe, explain, demonstrate, assign);
Assessment of student outcomes with fairness (formative and summative);
Counseling/Mentoring students to navigate challenges successfully;
Setting realistic expectations (with respect to goals, timelines, standards)
Effective classroom management (especially as concerns safety)

Knowledge and Assessment of Teaching

The Dance Department maintains ongoing assessment of the nature and success of its teaching mission, and reports its evaluative findings, in the following ways:
1. Regular conversations on teaching, and curriculum, in whole-faculty meetings and in faculty sub-committee meetings;

2. Formal and informal conversations between and among faculty members sharing classes or class sessions, addressing student questions in group and/or individual advisement sessions, and within myriad sites and occasions of students’ sharing of teaching, speaking, writing, choreography and performance accomplishments and works.

3. Faculty members’ annual written reflections on teaching (SMTD FAR form);

4. Written peer evaluation of junior faculty members’ in-class and/or in-studio teaching; *

5. Written peer evaluation of junior faculty members’ end-of-year data on teaching; *

6. Department Head written assessment of teaching, in addition to each faculty member’s student course evaluations.

* Senior faculty members are formally assigned by the Department head to observe junior faculty members’ in-class and/or in-studio teaching and to provide written evaluations.

**UNCG Dance Department Statement on Service**

The Department of Dance will continue discussion of a Department Service statement in the Spring 2014 term. In the meantime, we will follow published UNCG and SMTD Service guidelines.