

University of Georgia
Department of Dance

Promotion and Tenure Guidelines and Procedures

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In all matters related to promotion and tenure, the department faculty will carefully follow and adhere to the *University of Georgia Guidelines for Appointment, Promotion, and Tenure*, Revised Spring, 2014, hereafter referred to as *University Guidelines*. The guidelines and procedures that follow provide specific information on how promotion and tenure will be handled in the department, and on the criteria for promotion and tenure approved by the dance faculty. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

Each faculty member is responsible for thoroughly acquainting herself or himself with both the University and Department guidelines, policies, and procedures for promotion and tenure. In addition, every faculty member is responsible for maintaining current awareness of the policies and procedures, for defining the trajectory of their careers, and to pursue advancement as outlined in the guidelines.

This document and discipline-specific criteria must be accepted by the faculty within the Department of Dance, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and the *University Guidelines*. In addition, any changes or updates to this PTU document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in the PTU document.

Candidate Advisement

At the time of appointment, a new faculty member will be given a copy of this document and will be advised in writing about the department's requirements for promotion and tenure. He or she will sign a letter indicating receipt and understanding of these guidelines. For each assistant professor, the head will appoint a senior faculty mentor who will advise on matters of teaching, research, professional decorum, policies and procedures of the dance department, and promotion and tenure.

In the written annual evaluation, the department head will provide written advice to faculty below the rank of professor on their progress towards promotion, with specific suggestions as to what the faculty member needs to accomplish in teaching, research, and service for promotion to the next rank and for tenure (if appropriate).

By the end of the first academic year, it is highly advisable for the candidate to have established his/her intended research direction (creative, scholarly or a combination), if they have not already done so, which will develop during the academic career. If the candidate wishes to change the direction of research at any time, it must be clearly stated.

Annual Evaluation

The Department of Dance adheres to the *University Guidelines* for annual faculty evaluations. All faculty will receive a written annual evaluation based on teaching, research, and service, which is prepared according to the defined criteria of the department and consistent with Board of Regents policy. Information will be provided by the Faculty Activity Repository reports filed by faculty members. For more information, refer to the *University Guidelines*, p. 25. Faculty members and the department head will both sign the annual report verifying that the report has been read and received. Copies will be retained by both parties.

Third-year Review for Assistant Professors

In the spring of the third year each assistant professor will submit a dossier equivalent to sections IV and V of the promotion dossier described in the *University Guidelines*. The department head or an assigned faculty mentor will advise the faculty member on the contents of the dossier and will ensure its accuracy. All faculty eligible to vote on this candidate will have access to these materials.

At the same time, in alignment with the *University Guidelines*, the department head will appoint a committee of three faculty to review the faculty member's dossier and performance. For assistant professors, the mentor will serve as a member of this committee. This committee will review publications and works in progress, visit several classes, read through evaluations and other evidence of performance in instruction. On the basis of this review, the committee will write a report that 1) presents in detail its findings, 2) that makes clear recommendations to the candidate concerning his or her progress towards promotion, and 3) addresses the question of whether the candidate is progressing in a satisfactory way towards meeting departmental criteria for promotion and tenure. A copy of the report will be given to both the candidate and the department head.

At a regular departmental meeting with a quorum of eligible faculty present, the head will present the report to the faculty. (*University Guidelines* define faculty eligibility.) The faculty will then discuss and vote on the following question:

“[Candidate's name] has made sufficient progress towards promotion and/or tenure to [the next rank].”

Faculty will vote “Yes” or “No” on this question. On the basis of this vote the head will meet with the candidate and give him/her a written copy of the report and a written statement of the departmental vote. Candidates who do not receive a majority of “Yes” votes will not be continued in the department and may have a final terminal year of employment, depending upon the contract cycle.

Preliminary Consideration for Promotion and/or Tenure

The department will follow procedures for initial consideration presented in the *Guidelines*. In the spring of the appropriate year, by the deadline of March 1, candidates who wish to be considered for promotion and/or tenure will communicate this wish in writing to the department head. (*University Guidelines*, p. 26)

The candidate will by the March 1 deadline present a vita, records of choreographic work, copies of publications, and a statement of five achievements to the department head. The head will appoint a committee of eligible faculty to review these materials and report to the faculty on them.

Examples of kinds of materials that will be recognized as documentation of creative research may include:

1. photographs and video documentation of live performances of creative works with appropriate permissions as necessary; also digital video, interactive media, websites
2. written evaluation of work by qualified adjudicators, peer educators, peer professionals, and professional arts and media critics;
3. programs, marketing and publicity materials, including websites;
4. evidence of outreach activities, such as symposia, seminars, workshops, or other events;
5. letters from the public, peer professionals, and students involved in the faculty's creative research;
6. reviews and articles in the professional media; and
7. awards, honors, grants received, as well as record of grant applications

This report will be based on review of choreography and/or performance, publications, digital media, presentations, teaching evaluations, visits to candidate's classes (by tenured faculty), and other materials.

All faculty eligible to vote on the candidate will have access to these materials. At a meeting of eligible faculty held by April 5, the faculty will vote on the following question

“[Candidate's name] should be formally reviewed for promotion to the [next rank] and/or for tenure.”

Faculty will vote “Yes” or “No” and will inform the department head of the results in writing. The department head will report the results to the candidate within three business days of the vote. (*University Guidelines*, p. 26) In accordance with the *Guidelines*, “if the preliminary consideration is positive, unless the candidate requests in writing otherwise, the unit head will proceed with the review process and seek external letters.” (*University Guidelines*, p. 26)

External Evaluation Letters

Candidate's receiving a positive vote of the faculty who wish to pursue promotion and/or tenure must, by April 15, submit a list of up to six potential external evaluators and their qualifications as reviewers to the department head. The candidate should have no contact at all with these individuals during the promotion/tenure review period. The candidate may also submit a list of no more than three individuals who may not be contacted as external evaluators. For further details regarding the external evaluation letters, refer to the *University Guidelines*. For promotion and/or tenure, the candidate will work with the department head to prepare a dossier of materials to be sent to the external evaluators. This dossier will include copies of the candidate's scholarly publications, or a selection thereof, and/or documentation of the candidate's creative activities. The dossier will be sent to each evaluator along with a copy of this document.

Formal Review for Promotion and/or Tenure

In all matters pertaining to the formal review, the department will follow the *University Guidelines*. By August 15 the candidate will make available his/her credentials in accordance with the *University Guidelines*, which will include the required statement of five achievements, along with copies of relevant media/video recordings, publications, and other evidence pertaining to research documentation; as well as teaching materials, including student evaluations, syllabi, and other evidence pertaining to teaching. Student letters may be submitted if solicited by the department head from a list made available by the candidate. All evaluations for all courses taught must be submitted to the head. Choreographic projects (UGA performances, outside commissions, reconstructions or re-stagings) that have been accepted but not yet produced, conference presentations that have been accepted but not yet presented, and articles or books that have been accepted but not yet published may be submitted if accompanied by a letter of formal acceptance and by reviewers' reports (if available). Work not accepted for production or publication may not be submitted or included on the vita. Copies of all produced and published items listed on the vita, along with other required materials prepared for the dossier, including the external letters, must be made available to the department by August 15.

The faculty will meet by or about September 5 to discuss the credentials and vote by secret ballot on a recommendation. Following the vote on each candidate the head will announce how he/she voted.

As specified in the *Guidelines*, "all promotion and tenure dossiers move to the next level of review, regardless of the vote, unless the candidate indicates he/she does not wish to be considered further." Requests for reconsideration by candidates who do not receive a positive recommendation must be handled in accordance with the *University Guidelines*.

Criteria for Tenure and Promotion in the Professorial Ranks

The University Guidelines state the following criteria from promotion to Associate Professor and Professor at the University of Georgia:

For tenure and for promotion to associate professor:

"Candidates must show clear and convincing evidence of emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level." (*Guidelines for Appointment, Promotion and Tenure, The University of Georgia*, Revised Spring, 2014, p. 23).

For promotion to full professor:

"Candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature." (*Guidelines for Appointment, Promotion and Tenure, The University of Georgia*, Revised Spring, 2014, p. 23).

The following criteria, supported by the appropriate documentation, will be considered in the evaluation of a candidate's accomplishments in the categories of teaching, creative and scholarly research, and service. These criteria apply to candidates for promotion to associate professor and for tenure, and to candidates for promotion to professor.

It is not expected that a faculty member will engage in all of the activities listed under any of the three categories. The quality of the contributions is of greater importance than the quantity. (*University Guidelines*, p. 17)

Teaching

Teaching represents one of the most important functions of the Department of Dance. It is expected that each member of the faculty will excel in teaching. Enthusiasm for teaching and the ability to stimulate students to achieve at the highest level possible are important attributes of the faculty member. As the *University Guidelines* state, (p.14) "Teaching communicates knowledge to students and develops in them the desire and skills necessary to continue learning." The department values and supports practices where its teachers:

- Create a positive environment where students are respected, inspired, motivated, encouraged and supported to take risks and explore possibilities
- Foster collaborative and cooperative learning communities in the classroom/studio
- Support students from all ethnic and cultural backgrounds, of differing abilities, and with diverse educational backgrounds
- Expand and deepens students' intellectual, artistic and creative abilities
- Enhance students' care for learning and for the content
- Encourage professional integrity
- Hold students to high standards of intellectual and artistic achievement
- Share successful teaching techniques with colleagues
- Attend seminars or other professional development opportunities to improve instructional practices

The University's expectation for teaching is that a candidate must demonstrate "effectiveness in teaching" that is "reflected by student learning and improvements in the learning environment and curriculum." (*University Guidelines*, p. 14).

Through student evaluations, peer reviews, awards, participation in departmental and/or college or university activities related to teaching, the candidate must show clear excellence as a teacher in the classroom, in student advisement, in supervision of: independent studies, teaching practicum, honors projects, applied research, and in other forms of instruction involving students. The department recognizes the importance of alternative and emerging forms of instruction such as online teaching, service learning, study abroad, master classes, as well as interdisciplinary and collaborative teaching. The list of documentation of evidence to be considered in the evaluation of teaching is provided in the *University Guidelines* on pages 14-16.

Candidates whose record reflects difficulty in teaching must be able to document steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred.

Research

Candidates must clarify the area of research as **creative, scholarly**, or a **combination of creative and scholarly** work. “Faculty whose work assignments include research, scholarship and other creative activities should clearly demonstrate high *quality* in these endeavors. The University distinguishes between the routine and the outstanding as judged by the candidate’s peers at the University of Georgia and elsewhere.” (*University Guidelines*, p. 17)

Excellence in creative and scholarly research is defined by the contribution of new knowledge or new perspectives to the field; contribution to an ongoing discourse with peers; depth, breadth, and innovation in the field; and emerging evidence for sustaining creative/scholarly work. Overall excellence can be evaluated considering the productivity, quality and impact of the candidate’s work. Achievements may include any of a wide variety of activities, depending upon the field of specialization and the interests of the faculty member. Creative research and traditional forms of scholarship are held to the same high standards and are of equal importance.

Criteria for the Assessment of Creative Research

Assessment of creative research will include the following professional activities:

- Choreography
- Performing
- Artistic Direction - pre-professional companies and/or full evening concerts or other events
- Reconstruction of works - those who direct dance reconstructions and notated works.
- Restating of one’s original works
- Adaptations of classical works
- Directing and producing concerts/events/festivals
- Modalities of creative work related to choreography and/or performance (digital media creation and integration, film/video integration, etc.)
- Creative activity within areas of technical production and design related to choreography and/or performance (technical production, costuming design, set design, lighting design, etc.)
- Collaborative projects of creative work
- Presentation of creative research at professional meetings (papers, panels, etc.)

Evaluation of these activities include assessment of creative research that is 1) conducted on campus with regional or national impact; 2) conducted on or off campus; 3) selected or invited performances at other universities, regional and national organizations, festivals, or events; 4) significant contributions to professional projects off campus in supporting positions such as artist-in-residence, guest choreographer, artistic collaborator; and 5) workshops, seminars, and master classes related to the area of research conducted by the candidate at national conferences or by invitation at institutions such as universities, at regional, national and/or international festivals or conferences.

Quality and impact of creative work will be assessed on 1) selection of creative work for presentation at a festival (selection is a form of peer/professional evaluation); 2) peer reviews of

the work(s); 3) published reviews of the work(s); 4) venue of presentation; 5) grants, awards, honors related to the work(s); 6) stature of other participants; and 6) commissions to create and/or restage work(s).

For documentation of creative research, which provides evidence of productivity, quality and impact, candidates must refer to the lists provided in the *University Guidelines*, pages 16-18.

Candidates for tenure and promotion to associate professor whose research area is creative research, will present an accumulative body of original creative research activities in a coherent line of research, which defines and reflects the area of expertise. Productivity is essential and is defined as volume and consistency. The candidate must contextualize the breadth and depth of each project and define his/her role. Consideration is given to the differences in time required to produce different types of research. Complexity of works/projects may also be considered. Quality is more important than quantity, however there must be sufficient quantity to provide evidence of a significant level of productivity. The cumulative body of work must clearly reflect a continued active involvement and engagement in creative research activities. The quality and impact of creative activities, not the quantity, is the most important consideration.

For promotion to full professor, candidates should “demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.” The departmental expectation is that candidates for full professor with creative research should present creative work beyond the work that appeared in the dossier used for promotion to associate professor and should be at least comparable to the productivity required for the first promotion.

Criteria for the Assessment of Scholarly Research

The criteria for scholarly research in dance includes:

- Publish works (such as books, book chapters, articles, reviews, proceedings)
- Selections or invitations to present scholarly research at professional meetings (such as papers, panels, presiding at sessions)
- Adjudication of scholarly work (journal/proceedings editing, peer review panel, editorial board)
- Collaborative scholarly research and publication (e.g., co-authorship)

Quality and impact of scholarly work will be assessed on the 1) quality of the journal or publisher; 2) peer reviews of the work(s); 3) published reviews of the work(s); 4) grants, awards, honors related to the work(s); and 5) citations and references made of the work in other published literature.

For documentation of scholarly research, which provides evidence of productivity, quality and impact, candidates must refer to the lists provided in the *University Guidelines*, pages 16-18.

The departmental expectation is that candidates for tenure and promotion to associate professor whose research area is scholarly research, will present an accumulated body of original scholarly work in a coherent line of research, which defines and reflects the area of expertise. Productivity is essential and is defined as volume and consistency. Quality is more important than quantity, however there must be sufficient quantity to provide evidence of a significant level of productivity.

The cumulative body of work should be published in highly respected, refereed professional journals appropriate to the candidate's area of research, which may extend beyond dance specific publications (such as early childhood education, science and medicine, and others).

For promotion to full professor, candidates should "demonstrate national or international recognition in their fields and the likelihood of maintaining that stature." The departmental expectation is that candidates for full professor with scholarly research should present scholarly work beyond the work that appeared in the dossier used for promotion to associate professor and should be at least comparable to the productivity required for the first promotion.

Criteria for Evaluating Combination of Creative and Scholarly Research

As stated previously candidates who elect to combine creative and scholarly research must maintain an appropriate amount of activity in each area in order to meet the University criteria for tenure and/or promotion. The expectation is that engagement research must be maintained and the cumulative body of work produced through the combination of research areas must be equivalent to the cumulative body of work in a single area (creative or scholarly). Evaluation and assessment of criteria outlined in each area as previously presented.

Other Research

If the department appoints a faculty member whose research will result in different kinds of research productivity that are not included above, the department and the candidate must agree in writing at the time of appointment as to the general expectations that the candidate must satisfy; the Dean must approve this agreement.

Service

The *University Guidelines* list the areas of service in consideration for tenure and/or promotion as service to society, the University and the profession. Service refers to activities that utilize the academic and professional expertise of the faculty member with the ultimate purpose for the public or common good. Each member of the faculty is expected to render a reasonable amount of service to the Department of Dance, the Franklin College, the University, the profession, and to the public at large. Service is subordinate to the other two categories of activity, however, and no amount of service can compensate for a lack of (a) skill in teaching, (b) creative and/or scholarly research, or (c) and the extension of those in professional activity and engagement.

Successful candidates for promotion to associate professor and/or for tenure are expected to attend departmental meetings, have some limited service on student and departmental committees, and, if asked to serve, limited service on campus committees and governing bodies. Beyond the level of the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University and the community. Participation or leadership in professional organizations does help meet these criteria.

Successful candidates for promotion to professor will demonstrate active participation in the life of the department, the College, and the University by service on student, departmental, and/or college

and university committees. They will show a record of participation in departmental activities, including attendance at meetings. Beyond the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the community. Leadership in professional organizations helps to meet these criteria.

Candidates whose assignments include (or have included) time budgeted for administration can document achievements in this area as further evidence of productivity, however such activity does not replace research requirements.