



# KENNESAW STATE UNIVERSITY

COLLEGE OF THE ARTS  
*Department of Dance*

*Expectations for Faculty Performance and Guidelines for Promotion and  
Tenure*

Dated: May 7, 2020

## **I. INTRODUCTION**

### **Guidelines for Faculty Performance Planning and Evaluation:**

The Department of Dance evaluates each faculty member's performance on a yearly basis in accordance with the governing bodies of the Board of Regents of the University System of Georgia and the policies established by Kennesaw State University (KSU), its colleges and departments.

Kennesaw State University recognizes that teaching faculty have varied load assignments, expectations, and emphases within and across: 1) programs, departments, and colleges; 2) professorial ranks; 3) undergraduate and graduate faculty status; 4) teaching and administrative assignments; 5) levels and years of experience. The Department of Dance Promotion and Tenure Guidelines contain flexibility to accommodate these varied roles, responsibilities and specialty areas in a fair and appropriate manner.

In all matters of defining terminology and expectations, the most current edition of the Kennesaw State University Handbook should be consulted.

In keeping with current best practices, this document uses the third person singular pronoun "they."

### **Dance Faculty Workload**

Dance faculty annual workloads for tenure-track faculty typically consist of a 3/3 course-load over the fall and spring semesters. For Lectures the workload typically consist of 4/4 course-load over the fall and spring semester. These course-loads may be adjusted to accommodate the various administrative demands in the Department, College, and University. Summer course-loads are optional.

### **Performance Areas**

In keeping with university and college guidelines, a dance faculty member must be evaluated according to work in three basic performance areas:

- 1) Teaching, Mentorship and Supervision

- 2) Scholarship and/or Creative Activity
- 3) Service

“Scholarship and Creative Activity” is treated in this document as one compound noun according to how this term is used in the KSU Faculty Handbook. The term covers one performance area. To clarify further, this umbrella term includes scholarship (such as published articles, etc.) and/or creative activity (such as choreography, etc.) as equivalent work towards fulfilling faculty responsibilities within this performance area.

### **Scholarly Work and Scholarship**

Every dance faculty member is expected to demonstrate scholarly work in all performance areas. Furthermore, dance faculty members are expected to produce peer-reviewed external scholarship in at least one performance area, whether it be teaching, scholarship and creative activity, or service.

Working definitions of scholarly work versus scholarship can be found in the KSU Faculty Handbook (3.4)

At the Assistant and Associate Professor ranks, it is expected that a faculty member will produce scholarship that is aligned with their degree and area of expertise. Although both scholarship and creative activity are recognized as yielding forms of scholarship, in the initial stages of faculty progress towards promotion and tenure, those faculty members who carry the Ph.D. and Ed.D. are expected to produce publications, whereas those who carry the M.F.A. are expected to produce creative work in keeping with the nature of these respective degrees. As the faculty member progresses through the professional ranks, it is expected that they will develop evidence of quality and significance of scholarship in their area of emphasis. The department recognizes that areas of emphasis and scholarship may change over the course of a faculty member’s career. Expectations for specific scholarship projects and outcomes are discussed and negotiated with the Chair at Annual Review meetings (see V. Expectations for Tenure in this document).

Each faculty member must clarify and document the scope of their scholarly work and scholarship, especially its quality and significance on the international, national, regional and/or local levels. Documentation may include evidence of peer review, citation of awards, student and administrative evaluations, published reviews, professional/university commissions, adjudicated presentations, acknowledgements of scholarship and creative work in official letters from peers, or any tangible evidence that demonstrates the quality and significance of the accomplishments and their impact on the profession. The Department may evaluate the quality and significance of this work on criteria such as originality, scope, relevance, contribution to the arts, and recognition by peers.

All tenured and tenure-track are required to have external review letters in P&T portfolios following the policy and procedures outlined in the KSU Faculty Handbook.

### **Quality and Significance in Dance**

Quality and significance in the Department of Dance encompasses not only those principles articulated in the KSU Faculty Handbook, but also the following criteria that are integral to effective participation in the discipline. These include, but are not limited to:

- 1) Consistently high standards of excellence.
- 2) Ongoing collegiality and collaboration in all curricular and co-curricular activities.
- 3) Consistent and clear communication with colleagues and fellow collaborators.
- 4) Theoretical and practical results that advance the curricula, outreach engagement activities, and production season.
- 5) Modeling the Artist-Scholar for students.
- 6) Modeling, supporting, and developing the community engagement mission of the department.
- 7) Contributing and supporting the collective vision of the department in tandem with the vision of the administrative leadership, provided at the departmental, college and university levels.
- 8) Staying current in the fields of dance and advancing the discipline through theoretical and creative innovation.
- 9) Ethical and professional behavior not only as expected by the academy, but ethical and professional protocol as practiced in the creation of dance as an art form, and in interacting with colleagues in the Department.

Specific examples of work that represent quality and significance relative to the three performance areas will be discussed later in the document.

### **Documentation of Quality and Significance**

All scholarship produced must be accompanied by documentation of significant outcomes as evidence of impact. This may include, but is not limited to:

- 1) Samples of peer-reviewed articles, books, and empirical research.
- 2) Reviews in newspapers, journals, magazines, online venues.
- 3) Peer letters and evaluations.
- 4) Student letters and evaluations.
- 5) Awards and recognitions.
- 6) Professional/university commissions.

### **Annual and Multi-Year Reviews**

Faculty members are evaluated each year (annual review), as candidates for tenure, for promotion to the various ranks, and for post-tenure review (multi-year reviews).

#### **Annual Reviews:**

There are two interrelated instruments utilized for annual reviews. Both documents are intertwined with one another and are integral to the promotion and tenure process.

1. The Faculty Performance Agreement (FPA) is the annual document negotiated between the department chair and the faculty member that itemizes their responsibilities, goals, and priorities for the upcoming year. The overriding factor

in determining the activities of each faculty member must be the needs of that faculty member's college, department, and its academic programs.

2. The Annual Review Document (ARD) is compiled annually by each faculty member, demonstrating and documenting their progress toward the FPA items from the previous year.

### **Multi-Year Reviews:**

When submitting evaluation materials for Promotion and Tenure and Post-Tenure Reviews, faculty members are required to submit Portfolios that document the quality and significance of their work during their tenure-track employment at KSU.

For further details about promotion and tenure processes, including guidelines for multi-year review procedures, and portfolio guidelines and contents, refer to the current edition of the KSU Faculty Handbook.

## **II. TEACHING**

The Department of Dance expects effective performance in the area of Teaching, Supervising and Mentoring from its entire teaching faculty. Activities contributing to teaching/learning environments may vary in form depending on individual faculty roles within the department and include but are not limited to the activities of classroom instruction, student mentoring and advising, effective leadership, and supervision through the research and creative activity process.

### ***Teaching***

This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. By definition, successful scholarly teachers (see KSU Faculty Handbook) demonstrate mastery of the current knowledge and methodology of their discipline(s). Teaching effectiveness at KSU will be assessed and evaluated not only from the perspective of the teacher's pedagogical intentions but also from the perspective of student learning. Such assessment may employ multiple methods, including a variety of classroom techniques. Instruments to assess student perceptions of their own learning should not be the sole means but may be used in conjunction with other instruments. Depending on the faculty member's situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member's contributions to larger communities. Examples include curricular development, community-engaged teaching practices, student mentoring and supervision, public lectures and workshops, international exchange, and academic advising (see KSU Faculty Handbook).

In addition to documenting teaching effectiveness in terms of student learning, faculty may provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, peer

observations, and contributions to the achievement of departmental teaching-related goals (see KSU Faculty Handbook).

The Department of Dance values the activities of teaching in various venues that include, but are not limited to, the classroom. Faculty are involved with teaching during the production process as well as through individual coaching and training. The Department recognizes and credits faculty for the significant amount of time they spend teaching their craft through the process of production, design, and creation of our performance season. The unique nature of our disciplines requires the practical application of skills, and the Department recognizes the work of its faculty on the production season as central to the teaching and learning process.

Supervision occurs in situations where a learner is engaged for a fixed period of time in a structured academic experience for credit or pay with specified learning outcomes. These experiences often take place outside of the classroom in a job setting. The supervisor observes, evaluates and provides feedback about the quality of the performance of tasks and appropriate professional behavior. Although a faculty member may be responsible for supervising a group of students, actual observation and conferences typically occur in a one-to-one relationship between learner and instructor.

The discipline of dance requires faculty to work closely with students on research and creative projects as well as on internships. Faculty often supervise performers, designers, technicians, administrators, choreographers, and researchers, helping students develop artistically and academically. The Department recognizes and places great value on the work of faculty who spend significant amounts of time working individually with students, helping them achieve specific creative and academic goals.

Mentoring may take many forms, ranging from providing resources for learning and development to forming professional relationships with students and colleagues. A primary focus of all mentoring is the development of ideas and an understanding of a discipline. Mentoring activities challenge both the mentee and the mentor to consider new ideas and construction of knowledge and encourage both to engage in reflection and scholarly activities.

### **Scholarly Work in Teaching**

Establishing a record of excellence in the area of teaching of students is imperative for promotion and tenure within the Department of Dance. The expectations for faculty in these areas may vary depending on rank and role within the Department. The Department evaluates effectiveness in the areas of teaching, supervising, and mentoring in a number of ways. Examples of significant work include, but are not limited to:

- 1) Development of innovative and effective means of instructing groups, classes, seminars, workshops etc., within the department, college and university.
- 2) Development of new courses.
- 3) Effective instruction of diverse and challenging courses.
- 4) Guest lectures, guest artist residencies, master classes, and workshop presentations at conferences and other off-campus venues.

- 5) Teaching, guest lecturing, and facilitation of lectures and talkbacks for season productions.
- 6) Supervision of student internships and mentoring individual students through directed study projects.
- 7) Advising, mentoring, and supervising students, peers and other groups of individuals placed under one's leadership.
- 8) Creation and revisions of syllabi and revision of course content.
- 9) Experimentation with pedagogical innovation and technological innovation in teaching.
- 10) Development of curriculum.
- 11) Earning recognition and awards for distinguished teaching and mentoring.
- 12) Awards won by students under the faculty member's supervision.
- 13) Strong student evaluations.
- 14) Strong administrative evaluations/feedback on teaching.
- 15) Incorporation of academic and creative professional achievement into effective innovation in teaching, supervising and mentoring.
- 16) Maintaining a teaching portfolio and articulating one's teaching philosophy, goals, strategies and assessments in written narratives, including the ARD or its future replacements.

### **Scholarship in Teaching**

The Department recognizes the following forms of scholarship in the areas of teaching, mentoring, and supervising, and values the following products as evidence of quality and significance:

- 1) Presentations of research based on teaching, supervising and mentoring at conferences and other academic and professional venues.
- 2) Publications based on the scholarship of teaching, supervising and mentoring.
- 3) Contributions to academic journals (including editing) and publications that provide evidence of individual research and expertise in the areas of teaching, supervising and mentoring.
- 4) Web-based presentations, publications, and archives of pedagogical material.
- 5) Dissemination of originally developed course information to KSU, wider academic communities, and professional fields through publication, digital media, video and other products.

### **III. SCHOLARSHIP AND CREATIVE ACTIVITY**

In keeping with KSU guidelines for faculty performance in the category of scholarship and creative activity, dance faculty are expected to produce scholarly work and scholarship that are both aligned with KSU's mission and appropriate to the College of the Arts and the Department of Dance's disciplines and scholarly contexts. At the departmental level, faculty scholarship and creative activity must support the Department's vision, curricular needs, and co-curricular activities.

Scholarship and creative activity may take a variety of forms; likewise, the scholarship produced will range from scholarship of written publications such as book and journal

publications, monographs, and conference presentations to creative activity that includes performance, choreography, and design. However, it is incumbent upon each faculty member to ensure not only the existence of research-based outcomes (“products”) but also provide documentation that demonstrates the quality and significance of these products.

**Scholarly Work in Scholarship and Creative Activity**

Reflecting the university definition, as given in the Faculty Handbook, scholarly work in this area involves:

- 1) Conceptualization of the subject/product.
- 2) Research and development/rehearsal/writing of the product.
- 3) Pursual of presentation and/or publication of the product.
- 4) Reflection, evaluation, and revision in response to critical review of the product.

**Scholarship in Scholarship and Creative Activity**

While a dance faculty member must perform scholarly work in research and creative realms, the work is not considered scholarship unless they produce both products and documentation of the significance of those products as evidence of impact. Examples of such include, but are not limited to:

- 1) Scholarship:
  - a) Written publications of original books, scholarly articles, and research articles in the field of dance, related arts, or education.
  - b) Presentation of scholarly papers at professional conferences.
  - c) Presentations at invited professional events and performances.
  - d) Web-based presentations, publications, productions.
  - e) Successful grant proposals to procure funding for one’s work and/or the advancement of the institution.
  - f) Community-engaged projects resulting in products.
- 2) Creative Activity Performances of works of art:
  - g) Appearances as a performing artist.
  - h) Creation/production of choreographic works.
  - i) Creation/production of original collaborative works.
  - j) Performance/Creation of works that lead to live or digital performance. Performances/creation of interdisciplinary work.
  - k) Digital media that is created, commissioned, or disseminated in commercial, promotional, and professional venues.
  - l) Community-engaged performances of works of art for venues such as schools, government agencies, not-for-profit and for-profit organizations at the local and/or global level.

**IV. SERVICE**

All faculty members in the Department of Dance are expected to serve on institutional committees that are necessary for efficient management of the department, college and

university. Such responsibilities may, but do not necessarily entail scholarly and scholarship activities. Examples of institutional service include but are not limited to:

- 1) KSU governance Committees.
- 2) Any standing Committees throughout the institution.
- 3) Promotion and Tenure Committees.
- 4) Faculty Senate and other University Senates.
- 5) Faculty and Student Awards Committees.

Other types of service may include, but are not limited to:

- 1) Coordinating or producing interdisciplinary arts presentations.
- 2) Organizing symposia, lecture series and/or bringing professional meetings to KSU.
- 3) Volunteering support and/or leadership to community arts organizations and projects.
- 4) Hosting dance festivals and conferences at KSU.
- 5) Serving on boards for organizations in the field.
- 6) Assisting in student recruitment and retention activities.
- 7) Serving as faculty advisor to student organizations.
- 8) Leading or participating in institutional and program accreditation self-studies and/or serving on accreditation teams.
- 9) Serving on state or national standard arts or educational boards.
- 10) Serving as officers or on boards of arts or educational organizations.
- 11) Participating in arts festival(s) presented to the community-at-large.
- 12) Attracting funds for student scholarships.
- 13) Service to the community as a consultant or advisor.
- 14) Developing and maintaining a professional website.

### **Scholarly Work in Service**

Service responsibilities may, but do not necessarily entail, scholarly and scholarship activities. Some obligatory service entails clerical and managerial work necessary to the department, college, and/or university, whereas other service activities, such as authorship of promotion and tenure guidelines, self-studies, accreditation reports, program reviews, grants, and so forth entail considerable scholarly work. Therefore, faculty members must delineate clearly and document explicitly those service activities that entail scholarly methods when they intend to make a case for the depth and impact of the work.

### **Scholarship in Service**

Scholarship in service must include deliberate reflection, research, and analysis of/about scholarly professional service activities. This scholarship must consist of a publicly disseminated product (e.g., presentation and/or publication). Examples include but are not limited to:

- 1) Publicly presented and/or written analyses of processes and/or best practices for creating promotion and tenure guidelines, self-studies, accreditation reports, program reviews.
- 2) Deliberate reflection, research, and analysis of/about developing significant documents and programs for community, regional, national, and international organizations.



- 3) Publication of research and analysis conducted as service for community, regional, national, and international professional organizations.

## **V. PROMOTION AND TENURE**

### **Expectations for Tenure**

When an individual is hired as a tenure-track member in the Department of Dance they begin a probationary period with a clearly articulated job description outlining their role and functions as they relate to departmental needs and programs. This is the preliminary basis for implementation and evaluation of the individual's work.

The review process includes a pre-tenure review that takes place in the third year of a tenure-track employment (faculty hired as non-tenure track lecturers should see the KSU Faculty Handbook for relevant guidelines), and a tenure review that takes place at the end of the probationary period (typically five to six years). Unless they have significant experience in their respective fields, faculty members who have recently earned terminal degrees or faculty who are serving their first tenure-track appointment at KSU are discouraged from applying for promotion and tenure prior to the sixth year.

The Department of Dance recognizes the following as terminal degrees in the field:

- M.F.A. in Dance or Design
- Ph.D. in Dance or a related field of art (Ex: Ph.D. in Performance Studies)
- Ed.D. (for administrative ranks or faculty specialized in pedagogy)

### **Promotion for Professorial Ranks:**

Faculty must be promoted to the rank of Associate Professor before being tenured, in accordance with the *KSU Faculty Handbook*.

Ultimately, the faculty member's annual Faculty Performance Agreement that is negotiated with the department chair will articulate precisely the expectations for work produced annually, as well as work that will be undertaken and completed in any given year of each rank. Faculty are expected to produce a minimum of one significant scholarship product every two years during the period under review that is disseminated to external communities (local, regional, national or international) appropriate to their faculty rank.

### **Expectations for Faculty Performance in Different Ranks**

The professorial ranks are typically linked to the different stages of career development and accomplishment for University faculty. KSU's general expectations for faculty performance and for promotion in rank differ from one experience level and rank to the next in keeping with the typical patterns of career development for University faculty. Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank in accordance with the KSU Faculty Handbook.

### **Expectations for the Rank of Lecturer and Senior Lecturer**

Teaching, supervising, and mentoring are the primary responsibilities of the Lecturer and Senior Lecturer; therefore, they are expected to be highly effective in these areas. Promotion to Senior Lecturer occurs after a successful portfolio review after three and five years of consecutive service following the same preparation guidelines as tenured and tenure-track faculty in accordance with the KSU Faculty Handbook. As with all Annual Review Documents, each individual should discuss workload and expectations with their supervisor.

Department of Dance Expectations for the Lecturer & Senior Lecturer

With teaching as his or her focus within the department (the position carries a 4/4 load), the Lecturer & Senior Lecturer are evaluated on the evidence of highly effective and innovative teaching methodology and practice inside and outside the classroom environment and contributions to the department in the area of teaching, supervising, and mentoring.

Scholarship Expectations for the Lecturer & Senior Lecturer

There are no expectations for scholarship associated with the rank of Lecturer and Senior Lecturer.

Service Expectations for the Lecturer & Senior Lecturer

The service responsibilities should be restricted to those necessary to successfully teach courses assigned to them and may include attending applicable departmental meetings and serving on relevant department committees. These service responsibilities should be discussed with the immediate supervisor and included in the ARD/FPA each academic year.

**Expectations for the Rank of Assistant Professor**

Assistant Professors ordinarily hold the highest earned degree in their field of specialization. Rare exceptions to this requirement may be made where there is evidence of outstanding achievements in the candidate's field of expertise in accordance with the KSU Faculty Handbook.

Department of Dance Expectations for Assistant Professors

At the Assistant Professor level faculty are required to meet the following basic criteria in order to prepare for promotion and tenure:

- 1) Model good departmental citizenship- working collaboratively with colleagues and the administration; contributing productively to the development of the department, college and university; and practicing high standards of ethical behavior, interpersonally as well as in scholarship and creative activity.
- 2) Develop teaching methodologies and innovations.
- 3) Effectively advise students within the department and supervise organizations.
- 4) Serve as mentors to students wishing to pursue independent projects and research.
- 5) Serve on departmental, college and university committees.
- 6) Contribute to the departmental production season.

Scholarship Expectations for Assistant Professors

Faculty members are expected to produce scholarship in areas in which they are most engaged. Evaluation of all scholarly work and scholarship will be based on the quality and significance of the work. Faculty should produce at least one external peer-reviewed product every two years. At the Assistant Professor rank, scholarship is primarily disseminated to (but not necessarily limited to) local and/or regional levels.

1) Teaching as Scholarship

An Assistant Professor who chooses Teaching as his or her area of scholarship is expected to publish and present teaching pedagogy and outcomes publicly that are subject to appropriate review at local, and/or regional level. Examples of appropriate venues for research presentation and publication include but are not limited to:

- a) University-level peer reviewed journals.
- b) American College Dance Association (ACDA) Regional Conference.
- c) Georgia Alliance of Health and Physical Education, Recreation, and Dance (GAHPERD) Conference.
- d) National Dance Educators Organization (NDEO) conferences and scholarly journals.
- e) Other appropriate regional pedagogical conferences and scholarly journals.

2) Scholarship and Creative Activity as Scholarship

An Assistant Professor who chooses scholarship and creative activity as their area of scholarship is expected to produce publications or production work which are made public and are subject to appropriate peer review at the local, and/or regional level; this includes presentations, invitations, and commissions including but not limited to:

- a) Appearances as a performing artist at professional venues.
- b) Choreography and design for the KSU Dance Company that is presented at local and/or regional venues, and peer reviewed.
- c) Choreographic commissions for professional dance companies and/or university programs.
- d) Creation/production of original peer reviewed collaborative works.
- e) Publication of scholarly research in peer reviewed journals.
- f) Performances/creation of work that leads to live or digital performance.
- g) Performances/creation of interdisciplinary works that are peer reviewed.

3) Service as Scholarship

An Assistant Professor who chooses service as their area of scholarship is expected to serve as a leader, and/or be actively involved in committees and organizations at the university, local, and/or regional levels. The faculty member must provide evidence of outcomes associated with the service activity that analyze best practices and demonstrate its impact on the community and profession. Examples of such evidence include but are not limited to the following:

- a) Publication analyzing the experience, process, and outcome of the service activity.
- b) Evidence and analysis of the resultant product of a service activity (Example:

- organization of a regional conference or event; development of a documentary product; impact of a community outreach activity).
- c) Evidence and analysis of impact of service role through results and peer review.
  - d) Evidence and analysis of how the individual faculty member has contributed best practices, personal skills and expertise to achieve the service goal.

### **Expectations for the Rank of Associate Professor**

#### Department of Dance Expectations for Associate Professors

At the Associate Professor level, faculty are required to meet the following basic criteria in order to prepare for promotion:

- 1) Solid and consistent record of outstanding teaching, supervision, and mentoring, which was achieved as an Assistant Professor.
- 2) During this period, the record of scholarship is expected to have matured to more sophisticated and productive levels beyond the college and university and be appropriately peer reviewed and disseminated at the, regional, and/or national levels.
- 3) The associate professor is expected to exert greater initiative and leadership than in earlier stages of career development.
- 4) Develop credibility as a specialized expert in their area of scholarship.
- 5) Make contributions in service that have breadth, depth, and sophistication that are beyond the department and college level.
- 6) The associate professor is expected to grow in activity and recognition as a leader and initiator.

#### Scholarship Expectations for Associate Professors

Faculty members must produce scholarship in areas in which they are most engaged. The scholarship product must be peer reviewed and disseminated at the regional, and/or national levels. Faculty members are expected to produce at least one external peer-reviewed product every two years. Evaluation of all scholarship will be based on the quality and significance of the work. Some examples in each area include:

##### Teaching as Scholarship

An Associate Professor who chooses Teaching as his or her area of scholarship is expected to produce teaching processes and outcomes which are made public and are subject to appropriate review on a regional and/or national level, for example:

- a) Dance Research Journal (Dance Studies Association)
- b) Journal of Dance Education (NDEO)
- c) National Association of Schools of Dance (NASD) Conference
- d) American Dance Festival (ADF) Conference
- e) National Dance Association (NDA) Conference
- f) Regional/National American College Dance Association (ACDA) Conference

##### Scholarship and Creative Activity as Scholarship

An Associate Professor who chooses scholarship and creative activity as their area of scholarship is expected to produce publications or products which are

made public and are subject to appropriate review on a regional, and/or national level; examples include but are not limited to:

- a) Appearances as a performing artist at regional and/or national professional venues.
- b) Choreography and design for the KSU Dance Company that is presented at regional, and/or national venues, and successfully peer reviewed.
- c) Choreographic commissions for professional dance companies and/or university programs.
- d) Creation/production of original peer reviewed collaborative works.
- e) Publication of scholarly research in peer reviewed journals.
- f) Performances/creation of video or film works that lead to broadcast or dissemination at other appropriate venues.
- g) Performances/creation of non-traditional or interdisciplinary works that are peer reviewed.

#### Professional Service as Scholarship

An Associate Professor who chooses service as their area of scholarship is expected to produce outcomes that are shared at a regional, and/or national level either through publication or presentation; examples include but are not limited to:

- a) Publication analyzing the experience, process, and outcome of the service activity.
- b) Evidence and analysis of the resultant product of a service activity. Example: organization of a regional conference or event; development of a documentary product; impact of a community outreach activity.
- c) Evidence and analysis of the impact of one's service role through product and peer review.
- d) Evidence and analysis of how the individual faculty member has contributed best practices, personal skills, and expertise to achieve the service goal.

#### **University Expectations for the Rank of Professor**

Professors are experienced and senior members of the faculty who have become highly accomplished in their scholarly activities. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Professors have strong records of contribution to and leadership in their respective areas of emphasis. A professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through the scholarly work of scholarship and creative activity, teaching, or service.

#### **Department of Dance Expectations for the Rank of Professor**

Precise proportions of work and identification of specific projects to be completed in a given year must be included in the Faculty Performance Agreement that is negotiated annually with the Department Chair.

At the Professor level faculty are required to meet the following basic criteria in order to prepare for promotion:

- 1) The faculty member continues to be highly productive in scholarly work and scholarship, making an impact nationally and/or internationally.
- 2) The faculty member has demonstrated sustained accomplishments as a leader and mentor, noted artist-scholar, expert and/or distinguished colleague.
- 3) The faculty member is viewed as a master teacher and is consulted as a lead teacher and mentor/supervisor.
- 4) The faculty member's teaching role extends beyond the classroom into the professional development area.
- 5) The faculty member continues to be consistent in maintaining up-to-date knowledge, skills, and credentials.
- 6) The faculty member's record of teaching, research/creative activity, professional service, or administration and leadership has matured to sophisticated and productive levels, which surpass those at the level of Associate Professor, and are broadly recognized well beyond the University.
- 7) The faculty member has sustained a specialized expertise in their area(s) of emphasis.

#### Scholarship Expectations for the Rank of Professor

All dance faculty at this rank are required to demonstrate the artist-scholar model by producing either creative activity or written scholarship. This scholarship may reside in one or more of the three areas of scholarship described below. Faculty are expected to produce at least one external peer-reviewed product every two years. The quality and significance of the scholarship must be peer reviewed and recognized at the national and/or international levels.

It will be incumbent upon the candidate to document the quality and significance of the work as well as the organizations and venues in which the work is disseminated. Similarly, the Departmental Promotion and Tenure Committee and the Department Chair will be responsible for evaluating the quality and significance of the scholarship/venues.

Faculty who choose creative activity as their primary medium of scholarship should hold a substantial body of peer-reviewed creative scholarship at the professional and collegiate levels that demonstrate a mastery of their discipline nationally and/or internationally.

Faculty who choose written research as their primary medium of scholarship should hold a substantial body of published scholarship that demonstrates a mastery of their discipline nationally and/or internationally.

#### Teaching as Scholarship

A faculty member at the rank of Professor who chooses Teaching as his or her area of scholarship is expected to produce presentations and publications about teaching processes and outcomes which are made public and are subject to appropriate review at the national, and/or international levels; examples of significant contexts include, but are not limited to:

- a) Dance Research Journal (DSA)
- b) Journal of Dance Education (NDEO)
- c) National Association of Schools of Dance (NASD) Conference

- d) American Dance Festival (ADF)
- e) National Dance Association (NDA) Conference
- f) Regional/National American College Dance Association Conference
- g) International conferences
- h) Regional, national and/or international journals, periodicals, and books.

#### Scholarship and Creative Activity as Scholarship

A faculty member at the rank of Professor who chooses scholarship and creative activity as their area of scholarship is expected to produce publications and/or creative work which are made public and are subject to appropriate review on a national and/or international level, for example:

- a) Appearances as a performing artist at national and/or international professional venues.
- b) Choreography and design for the KSU Dance Company that is presented at national, and/or international venues, and successfully peer reviewed.
- c) Choreographic commissions for professional dance companies and/or university programs.
- d) Publication of scholarly research in peer reviewed journals.
- e) Performance/Creation of works that lead to live or digital performance that are peer reviewed.
- f) Performances/creation of interdisciplinary works that are peer reviewed.

Written and creative scholarship must be demonstrated to represent the artist-scholar model that is integral to the departmental mission.

#### Service as Scholarship

A faculty member at the rank of Professor who chooses service as their area of scholarship is expected to produce outcomes comprised of deliberate reflection, analysis, and/or research about processes/best practices for chosen service activities that are shared at a national, and/or international level either through publication or presentation; examples of presentation venues include but are not limited to:

- a) Publication analyzing the experience, process, and outcome of the service activity.
- b) Evidence and analysis of the resultant product of a service activity. (Example: organization of a regional conference or event; development of documentary product; impact of a community outreach activity.)
- c) Evidence and analysis of impact of service role through product and peer review.
- d) Evidence and analysis of how the individual faculty member has contributed best practices, personal skills and expertise to achieve the service goal.
- e) International conferences.
- f) Publications relative to the service in national and/or international journals, periodicals, and books.

#### ***External letters***

Applications for promotion to tenure must be accompanied by letters from external reviewers of the applicant's scholarship. External letters will not be required for Post-

Tenure Review (PTR) nor for non-tenure track faculty. All instructions in the Faculty Handbook, 3.12-B must be followed carefully. In order to conform to the calendar of reviews, candidates for promotion in the Department of Dance must notify the Chair of their intent to apply one year in advance of the promotion deadline (mid-August of each year). This will allow time for the Chair and the applicants to research suitable outside reviewers during the fall semester. At the beginning of the spring semester (mid-January to February) the applicant will meet with the Chair to review the lists and determine acceptable names in accordance with the instructions in the Faculty Handbook. Names should be ranked so that the Chair will have alternatives in case a reviewer declines. Within one month of the selection of external reviewers, applicants will provide the Chair with a current CV and a packet of materials representative of the applicants' scholarship. This packet will form the basis of external reviewers' evaluations. Letter writers will only be asked to comment on the quality and significance of the candidates' scholarship, and not on their teaching and service.

**NOTE:**

This document is subject to revision as dictated by changes in University and/or College of the Arts missions and circumstances.

This iteration of the Department of Dance Guidelines was approved, and therefore put into effect, by the faculty, the Department Chair, the COTA Dean, and the KSU Provost as of \_\_\_\_\_. Those whose work and review spans both old and new guidelines should consult departmental supervisors about how to best structure their documentation for promotion and/or tenure.



Kennesaw State University  
Academic Affairs

**Approval Form for Department Promotion and Tenure Guidelines**

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated **May 7, 2020** were approved by the faculty of the Department of the **Department of Dance** in accordance with department bylaws:

DocuSigned by:  

September 4, 2020  
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McCree O'Kelley / P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

DocuSigned by:  

September 4, 2020  
729819C09F82466...

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Marsha Barsky, Chair Signature/ Date

College P&T Committee Approval - I approve the attached guidelines:

DocuSigned by:  

September 4, 2020  
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Jeff Campana, Chair Signature/ Date

College Dean Approval - I approve the attached guidelines:

DocuSigned by:  

September 4, 2020  
02FA06C7B24D4B3...

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Ivan Pulinkala, Dean Signature/ Date

Provost Approval - I approve the attached guidelines:

DocuSigned by:  

September 4, 2020  
11EA3F49C7FD4B9...

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Kathy Schwaig, Provost Signature/ Date