

# INSTRUCTION

<b>V: EXCELLENT</b> <b>4.6-5.0</b>	<b>IV: EXCEEDS</b> <b>EXPECTATIONS</b> <b>3.6-4.5</b>	<b>III: MEETS</b> <b>EXPECTATIONS</b> <b>2.6-3.5</b>	<b>II. NEEDS</b> <b>IMPROVEMENT</b> <b>1.6-2.5</b>	<b>I. UNSATISFACTORY</b> <b>1.0-1.5</b>
<p><b>Content Knowledge</b>            ___ a) Superior depth and breadth of course content is clear in both lesson planning and delivery in all assigned courses. Materials presented are current and relevant even as theatre changes.</p> <p><b>Teaching Effectiveness</b>            ___ b) Demonstrates expertise in course design and delivery (as seen in syllabi, assignments, peer review, and/or student evaluations.)            ___ c) Demonstrates expertise and breadth in the use of instructional methods to communicate and deliver content such as lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations.)            ___ d) Demonstrates a superior understanding of the needs of students to achieve learning outcomes per course (as seen in syllabi, peer review, and/or student evaluations.)</p> <p><b>Curricular Performance</b>            ___ e) Demonstrates superior understanding of the needs of constant program/area course review through development of new courses and regular self evaluation of current courses.            ___ f) Demonstrates superior performance as a mentor of students through direction, design, outside of class meeting, career planning, extra-curricular organization advisement, etc.</p> <p><b>Field Based</b>            ___ g) Demonstrates superior performance in supervision and/or mentoring of students in production (direction, vocal coaching, movement coaching, design, etc.)</p>	<p><b>Content Knowledge</b>            ___ a) Depth and breadth of course content is clear in both lesson planning and delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b>            ___ b) Demonstrates proficiency in course design (as seen in syllabi, assignments, peer review, and/or student evaluations)            ___ c) Uses instructional methods that consistently exceed discipline standards to communicate and deliver content and include some of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations)            ___ d) Demonstrates an understanding of the needs of students to achieve learning outcomes per course (as seen in syllabi, peer review, and/or student evaluations.)</p> <p><b>Curricular Performance</b>            ___ e) Demonstrates understanding of the needs of constant program/area course review through development of new courses and regular self evaluation of current courses.            ___ f) Demonstrates above average performance as a mentor of students through direction, design, outside of class meeting, career planning, extra-curricular organization advisement, etc.</p> <p><b>Field Based</b>            ___ g) Demonstrates above average performance in supervision and/or mentoring of students in production</p>	<p><b>Content Knowledge</b>            ___ a) Depth and breadth of course content is somewhat present, but is not delivered clearly, in either lesson planning and delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b>            ___ b) Demonstrates adequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations)            ___ c) Uses instructional methods that adequately communicate consistently and deliver content using some of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations)            ___ d) Demonstrates an understanding of, but not complete implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, adequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations.)</p> <p><b>Curricular Performance</b>            ___ e) Revises courses when encouraged by outside factors rather than self evaluation and student recommendation            ___ f) Demonstrates average performance as a mentor of students through direction, design, outside of class meeting, career planning, extra-curricular organization advisement, etc.</p> <p><b>Field Based</b>            ___ g) Demonstrates average performance in supervision and/or mentoring of students in production (direction, vocal coaching, movement coaching, design, etc.)</p>	<p><b>Content Knowledge</b>            ___ a) Depth and breadth of course content is somewhat limited and is not delivered clearly in either lesson planning and delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b>            ___ b) Demonstrates limited adequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations)            ___ c) Uses instructional methods that somewhat adequately communicate consistently and deliver content using few of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations)            ___ d) Demonstrates a lack of understanding of, and incomplete implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, adequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations.)</p> <p><b>Curricular Performance</b>            ___ e) Minimal course revisions are evident and only when guided to do so by outside forces (curriculum committee, area committee, Director, Dean)            ___ f) Demonstrates below average or limited performance as a mentor of students through direction, design, outside of class meeting, career planning, extra-curricular organization advisement, etc.</p> <p><b>Field Based</b>            ___ g) Demonstrates below average or minimal performance in supervision and/or mentoring of students in production (direction, vocal coaching,</p>	<p><b>Content Knowledge</b>            ___ a) Depth and breadth of course content is limited and is not delivered in either lesson planning and delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b>            ___ b) Demonstrates inadequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations)            ___ c) Uses limited instructional methods that communicate materials in a limited or inadequate manner (evidenced in syllabi and student and/or peer evaluations)            ___ d) Demonstrates a lack of understanding of, and lack of implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, adequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations.)</p> <p><b>Curricular Performance</b>            ___ e) Refusal to revise courses as needed by the program            ___ f) Does not function as a mentor of students through direction, design, outside of class meeting, career planning, extra-curricular organization advisement, etc.</p> <p><b>Field Based</b>            ___ g) Does not supervise or mentor students in production (direction, vocal coaching, movement coaching, design, etc.)</p>

	(direction, vocal coaching, movement coaching, design, etc.)		movement coaching, design, etc.)	
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**PROFESSIONAL ACTIVITY**

<p><b>V: EXCELLENT 4.6-5.0</b></p>	<p><b>IV: EXCEEDS EXPECTATIONS 3.6-4.5</b></p>	<p><b>III: MEETS EXPECTATIONS 2.6-3.5</b></p>	<p><b>II. NEEDS IMPROVEMENT 1.6-2.5</b></p>	<p><b>I. UNSATISFACTORY 1.0-1.5</b></p>
<p><b>Professional Participation</b> ___ a) Engages in discipline-related scholarly activity that has significant, recognized impact on the professional community (including direction, design, publication, workshop instruction, performance, etc.)</p> <p><b>Professional Productivity</b> ___ b) Annual/Biennial review: Demonstration of superior annual/biennial productivity includes documented evidence of laudable scholarly activity, including, but not limited to: 1) published or produced scholarly work in highly regarded forums including international or regional theatre or publications 2) delivery of invited or peer-acknowledged professional presentations 3) stewardship of active grants requiring significant time and resources and/or funding of a competitive external grant</p> <p><b>Professional Service</b> ___ c) Actively participates in professional organizations that educate and/or have a significant impact on professional organizations (USITT, AEA, USA, EDTA, etc.) Active participate means conference organization, workshop presentations, writing for organization, organization leadership, etc.</p>	<p><b>Professional Participation</b> ___ a) Engages in discipline-related scholarly activity that has recognized impact on the professional community (including direction, design, publication, workshop instruction, performance, etc.)</p> <p><b>Professional Productivity</b> ___ b) Annual/Biennial review: Demonstration of above average annual/biennial productivity includes documented evidence of quality scholarly activity, including, but not limited to: 1) published or produced peer reviewed scholarly work including regional and local theatre or publications 2) delivery of peer-reviewed professional presentations 3) stewardship of active grants requiring substantial time and resources, and/or submission of a competitive external grant proposal, and/or funding of internal or non-competitive external grant</p> <p><b>Professional Service</b> ___ c) Participates in professional organizations that educate and/or have a significant impact on professional organizations (USITT, AEA, USA, EDTA, etc.) Participation means attending conferences, editing for organization, etc.</p>	<p><b>Professional Participation</b> ___ a) Engages in discipline-related scholarly activity that has impact on the professional community (including direction, design, publication, workshop instruction, performance, etc.)</p> <p><b>Professional Productivity</b> ___ b) Annual/Biennial review: Demonstration of adequate annual/biennial productivity includes documented evidence of scholarly activity, including, but not limited to: 1) published or produced scholarly work including local theatre or publications 2) preparation of peer-reviewed professional presentations 3) progress towards grant proposal submissions</p> <p><b>Professional Service</b> ___ c) Limited involvement with professional organizations that educate and/or have a significant impact on professional organizations (USITT, AEA, USA, EDTA, etc.) Limited involvement means awareness of activities of organization on a regular basis and occasional participation in an organization's events.</p>	<p><b>Professional Participation</b> ___ a) Engages in discipline-related scholarly activity that has little impact on the professional community (including direction, design, publication, workshop instruction, performance, etc.)</p> <p><b>Professional Productivity</b> ___ b) Annual/Biennial review: Demonstration of marginal annual/biennial productivity includes documented evidence of scholarly activity, including, but not limited to: 1) current participation, but not completion of scholarly work including local theatre or publications 2) preparation of professional presentations</p> <p><b>Professional Service</b> ___ c) Has membership in professional organizations that educate and/or have a significant impact on professional organizations (USITT, AEA, USA, EDTA, etc.)</p>	<p><b>Professional Participation</b> ___ a) Does not engage in discipline-related scholarly activity (including direction, design, publication, workshop instruction, performance, etc.)</p> <p><b>Professional Productivity</b> ___ b) Does not work towards the generation of documented evidence of scholarly activity</p> <p><b>Professional Service</b> ___ c) No involvement with professional organizations that educate and/or have a significant impact on professional organizations (USITT, AEA, USA, EDTA, etc.)</p>

**SERVICE**

<p align="center"><b>V: EXCELLENT</b> <b>4.6-5.0</b></p>	<p align="center"><b>IV: EXCEEDS EXPECTATIONS</b> <b>3.6-4.5</b></p>	<p align="center"><b>III: MEETS EXPECTATIONS</b> <b>2.6-3.5</b></p>	<p align="center"><b>II. NEEDS IMPROVEMENT</b> <b>1.6-2.5</b></p>	<p align="center"><b>I. UNSATISFACTORY</b> <b>1.0-1.5</b></p>
<p>___ a) Engages in significant leadership roles in unit, school, college, and university</p> <p>___ b) Assumes significant leadership role(s) in professional organization(s) and/or provides significant service that enhances community and societal well-being</p> <p>___ c) Demonstrates a positive impact on students through advising activities that is sustained over a period of time and that has broad impacts on the students, the unit, the college, and/or the university</p> <p>___ d) Takes a leadership role in mentoring other faculty members in ways that positively impact the unit, college and/or university</p> <p>___ e) Takes a leadership role in recruitment of faculty, staff, and students in unit, school, college, and university</p>	<p>___ a) Provides valuable service to the unit, school, college, and university</p> <p>___ b) Provides valuable service to professional organizations and/or enhances community and societal well-being</p> <p>___ c) Demonstrates a positive impact on students through advising activities that are sustained over a period of time or that have broader impacts</p> <p>___ d) Formally mentors other faculty members in ways that positively impact the unit, college and/or university</p> <p>___ e) Takes a formal role in recruitment of faculty, staff, and students in unit, school, college, and university</p>	<p>___ a) Participates in documented service efforts within the unit, school, college, or university that contribute to the quality and vitality of the academic programs</p> <p>___ b) Participates in documented service efforts that contribute to the quality and vitality of the profession or discipline at the state, regional, national, or international level or uses disciplinary expertise to participate in documented service that contributes to the quality and vitality of the community or society.</p> <p>___ c) Provides high-quality advising to students</p> <p>___ d) Informally mentors other faculty members in ways that positively impact the unit, college and/or university</p> <p>___ e) Takes an informal role in recruitment of faculty, staff, and students in unit, college, school, and university</p>	<p>___ a) Limited participation and contribution to service efforts within the unit, school, college, or university</p> <p>___ b) Limited contribution of expertise to benefit profession and/or community</p> <p>___ c) Provides student advising that does not promote student success or that bears minimal impact on student success</p> <p>___ d) Limited mentoring of other faculty members</p> <p>___ e) Takes a limited role in recruitment of faculty, staff, and students in unit, school, college, and university</p>	<p>___ a) Does not participate and contribute to service efforts within the unit, school, college or university</p> <p>___ b) Does not contribute expertise to benefit profession or community</p> <p>___ c) Does not engage in student advising</p> <p>___ d) Does not mentor other faculty members</p> <p>___ e) Does not recruit faculty, staff, and students in unit, school, college, and university</p>