

Department of Theatre and Dance Merit/Compensation Guidelines

General Guidelines:

The Department of Theatre and Dance recognizes that a wide variety of activities should be seen as meritorious and therefore adopts a broad view of meritorious achievement. Because the fields in which we work and the kind of work we do shift constantly, the examples of activities listed in the categories below are not to be seen as exclusionary; rather, they should be viewed as strong guidelines for the kind of work expected to achieve each level of merit. In order to fully recognize the range and strength of faculty achievement, committees should be willing to recognize particularly exceptional achievement by awarding such achievement additional weight in any ranking. For example, in the area of service, work on departmental committees (such as, researching and writing departmental self-studies, reworking of important departmental documents and chairing search committees) may involve in certain years more work and be of greater importance than work on college or university committees, even though the latter ostensibly involve greater recognition. Thus, the evaluation committee should take into account not only the level of service, but also the amount of work involved, its overall importance to the department and to the university's mission, and the candidate's level of contribution.

We firmly believe that it is necessary to maintain distinctions between exceptional, strong, and satisfactory levels of merit. However, at the same time, it is also important to recognize that each faculty member has particular strengths and interests, all of which can serve the department's mission. Therefore, before every merit evaluation period, each candidate will develop, in conjunction with the Department Head and in keeping with College guidelines, a written "merit plan" as well as a relative weighting for each area (teaching, artistic/research, and service), which will then serve as the standard by which to evaluate the faculty member's performance for that period. It remains the candidate's responsibility to demonstrate that his/her activity for the period under consideration is worthy of merit at a particular level, just as it is the committee's responsibility to carefully consider not only the activities themselves, but the candidate's "merit plan" and the candidate's argument about the merit of her/his activities. It should also be understood by candidates and committees that activities being evaluated should logically pertain to the area(s) that the candidate is assigned to teach.

Consistency with Tenure and Promotion Policies:

Merit plans must be consistent with tenure and promotion policies at both the university and department level. Activities that are required and/or encouraged for tenure and promotion should be recognized as such in merit policies. Likewise, merit policies should not have any specific requirements for merit evaluations that are not tied to tenure and promotion guidelines.

Nonetheless, the tie-in between merit evaluations and tenure promotion decisions is, of necessity, only qualitative. Merit evaluations reflect performance over relatively short periods of time, whereas tenure and promotion decisions are based on a faculty member's cumulative performance over an extended period of time. Low to moderate levels of achievement may be sufficient to attain merit evaluations of "Satisfactory" (3) or perhaps even "Strong" (4) without, over the extended period, meeting requirements and expectations for tenure and promotion.

Overall, the applications of faculty members should be evaluated by the following general levels of merit (which are explained more fully, with examples of what might constitute such merit, below. The following guidelines are descriptive and not meant to be prescriptive: **Five:** demonstrates exceptional achievement during the period under consideration, going well beyond departmental expectations in that area. ***It is expected that typically, only 15% of the faculty in the department will attain this level of merit.***

Four: demonstrates strong achievement during the period under consideration, going beyond departmental expectations in that area. *It is expected that typically, only 35% of faculty in the department will attain this level of merit.*

Three: demonstrates satisfactory achievement during the period under consideration, meeting departmental expectations in that area. *This level of merit is considered the norm, with an expectation that half the faculty within the department will attain this rating. There should be no pejorative connotation to a level 3 rating*

Two: demonstrates inadequate achievement during the period under consideration, failing to meet department expectations in that area (*as outlined by the Faculty Handbook and Departmental policies*) but demonstrating promise for future achievement.

One: demonstrates unsatisfactory achievement during the period under consideration, failing to meet department expectations in that area (*according to the Faculty Handbook and Departmental policies*) and demonstrating little promise for future achievement.

Furthermore, we recognize that many of the activities pursued by members of the faculty can easily fit in more than one of the three categories recognized by the university (for example, creative work developed in conjunction with students and performed as part of a community project could logically be included under any of the three categories: research/artistic, teaching, and service). Therefore, the examples of activities placed in each of the categories below should be seen as a guideline. Candidates decide how to categorize their work. Peer Review defines the quality of all activities (but particularly of creative and research work). For the purposes of this document Peer Review is defined as follows:

Peer review may take many forms as recognized by the Department of Theatre and Dance. Examples may include, but are not limited to, reviews published in media outlets such as newspapers, television, or radio, written comments from directors, choreographers, producers, etc. (either from within or outside of the university community), written comments of external evaluators such as accreditation teams, or awards given by organizations such as American College Theater Festival (ACTF) or American College Dance Festival (ACDF) for activities relevant to the candidate's area of expertise. Regardless of the form, any peer review must provide analysis of the performance or the contribution by an academic and/or professional whose field of expertise includes the area of interest. This analysis may be solicited or otherwise given and may be of the original production/project (preferred) or of artifacts from the production/project. In all cases the review is intended to subject the performance, scholarship, or contribution to the kind of scrutiny, which will be appropriate in determining the assignment of extraordinary, strong or satisfactory designation to the overall artistic merits of the contribution/project.

For a ranking of “5”

Teaching: The following criteria are to be used as guidelines to determine a candidate's level of merit. To achieve a merit rating of “5” for teaching, candidates should have exceptional contributions in the following area, demonstrating teaching effectiveness that is demonstrably superior to the departmental norm for the period under consideration. Added weight may be given for particularly exceptional achievement. *The examples given, which are not an exhaustive list, are meant to be descriptive and not prescriptive*

Teaching Performance: Exceptional teaching evaluations from Peers and Department Head Exceptional scores from student evaluations, well above departmental average—(must use

evaluations from all classes taught by the candidate in the period under consideration)* Receiving an advising or teaching award at the university, regional, or national level. Evidence of significant student accomplishments of students in the areas of Scholarship, Creative /Research Activities, and Service Evidence of significant mentoring of student creative or scholarly projects (multiple) Renewal or achievement of relevant certifications (Alexander, Combat, etc., provided that these certifications pertain to the areas in which the candidate teaches) Teaching Residencies at major training institutions (such as North Carolina School of the Arts)

* Total evaluative weight given to student evaluations should not exceed 50%

Creativity or Innovation in Teaching: Design and Implementation of distance format delivery course (e.g. on-line, telecourse) Development of new programs/majors Re-design of an existing program Receipt of an external grant for teaching Creation, writing, and teaching of interdisciplinary, interdepartmental courses Chair of MA Thesis Committee resulting in successful completion of degree Organizing and or/conducting educational field trips for students (e.g. to a national or international conference) Arranging the visit and teaching format (such as a workshops) of a significant Guest Artist or Teacher Mentoring Independent or Directed Studies with students (three or more/year for the period considered) MA Thesis Committee Participation (three or more resulting in completion of degree)

Extending Knowledge of Teaching:

Documentation of dissemination of teaching methodology/pedagogy at national or international level (e.g. course methodology being used at a parallel university to MSU, presentation of teaching at a national conference)
Creation of software or websites

Creative Work/Research: The following criteria are to be used as guidelines to determine a candidate's level of merit. Candidates should demonstrate exceptional contributions in the following area, showing scholarly and/or artistic excellence that is demonstrably superior to the departmental norm for the period under consideration. Added weight may be given for particularly exceptional achievement. The examples given, which are not an exhaustive list, are meant to be descriptive and not prescriptive

Artistic: (generally at the International or National level) Performer, Director, Assistant Director, Choreographer, Assistant Choreographer, Dance Captain, Dramaturge, Playwright, Designer, Design Assistant, Technical Director, Art Director, Scenic Charge, Props Artisan, Draper, Wardrobe Head, Costume Shop Manager, Master Electrician, any other "in charge" or "head of" type of position in the following: (must be peer reviewed):

Broadway
Off-Broadway
Major Studio or Independent Film (released)
Television
National producing organizations (such as a L.O.R.T. theatre company)
National touring company
International venues
Work in commercials (national)
Positions that require artistic leadership (Assoc. Dir. /Artistic Dir., etc.)

Receipt of a national or international external grant/funding for Artistic/Creativity activity or project
Nationally or internationally recognized Dance Company
Nationally or internationally recognized dance festival

Scholarly:

Publication:

Book or Book length studies published by a recognized academic press (book in hand)
Plays published by recognized press
Chapters in peer-reviewed books published (book in hand)
Peer reviewed journal articles in international/ national journals (in hand)
Editing a refereed journal (national or international)
Development of textbooks or other published/peer-reviewed teaching materials

Presentations: Invited or refereed conference
papers/presentations at international/national
conferences (2 different presentations in the
period under consideration) Monographs
published and disseminated by foundations or
governmental agencies

Completion of an advanced degree, relevant to the teaching assignment but not required by the
candidate's contract

Receipt of a national or international external grant/ funding for Research /Scholarly project

Service: The following criteria are to be used as guidelines to determine a candidate's level of merit. Candidates should have exceptional contributions in this area, demonstrating service effectiveness that goes beyond the departmental norm. Added weight may be given for particularly exceptional achievement. The examples given, which are not an exhaustive list, are meant to be descriptive and not prescriptive

Leadership positions in International or National Professional Organizations Chair of University Committee, Task Force, etc. University Level Committee Service at an exceptional level College Level Committee Service at an exceptional level Department Level Committee Service at an exceptional level Head of Accreditation Committees: National/Regional (NAST, HLC, NCATE, etc.) involving major work and/or successful outcome of accreditation Organizing material for accreditation Active membership in International or National Professional Organizations Recruiting Activity: candidate must demonstrate an appropriately high level of activity (including travel, etc.) Membership on board of international or national producing organization

For a ranking of "4"

Teaching: The following criteria are to be used as guidelines to determine a candidate's level of merit. To achieve a merit rating of "4" for teaching, candidates should have strong contributions in the following areas,

demonstrating teaching effectiveness that goes beyond the departmental norm for the period under consideration. Added weight may be given for particularly exceptional achievement. *The examples given, which are not an exhaustive list, are meant to be descriptive and not prescriptive*

Strong teaching evaluations from Peers and Department Head Teaching evaluations from students above departmental averages * Strong scores from Student Evaluations, above departmental average—(must use evaluations from all classes taught by the candidate in the period under consideration) MA Thesis Supervision (two or more in process, with accepted prospectus) Member of thesis committee resulting in successful completion of degree Mentoring of multiple student projects which result in public performance or exhibition Teaching courses new to the faculty member but not to the department (2 or more/year for the period under consideration) Teaching Workshops (Academic Development Center, Showcase on Teaching, etc.) Teaching External Regional Classes and Workshops Independent or Directed Studies with students (at least two/year for the period under consideration) Advising for Comprehensive Exams (four or more, evaluated by students passing comps) Advising, including job counseling and job placement Teaching awards, honors, recognition by student organizations, etc.

* Total evaluative weight given to student evaluations should not exceed 50%

Creative Work/Research: The following criteria are to be used as guidelines to determine a candidate's level of merit. Candidates should demonstrate strong contributions in the following area, showing scholarly and/or artistic excellence that goes beyond the departmental norm for the period under consideration. Added weight may be given for particularly exceptional achievement. *The examples given, which are not an exhaustive list, are meant to be descriptive and not prescriptive.*

Artistic: (generally at the National or Regional level) Performer, Director, Assistant Director, Choreographer, Assistant Choreographer, Dance Captain, Dramaturge, Playwright, Designer, Design Assistant, Technical Director, Art Director, Scenic Charge, Props Artisan, Draper, Wardrobe Head, Costume Shop Manager, Master Electrician, any other “in charge” or “head of” type of position in the following (must be peer reviewed):

- Commercial or Independent Films (not released)
- Non Equity summer stock
- Equity Waiver/Letter of Agreement
- Branson
- Local Productions (Vandivort, Springfield Little Theatre)
- Regional Commercial work
- Membership in National or International Unions (SAG, AFTRA, Equity, etc.)
- Activities that promote recognition of our department by noted professionals (an example might be the successful writing of a grant that funds a reconstruction of a major contemporary dance work)
- Participating in exchanges with recognized institutions and/or professional companies
- Receipt of regional level external grant / funding for Artistic/Creativity activity or project

Scholarly:

Publication:

Book contract, signed, with a recognized academic press
Significant progress on play or book-length studies published by an academic press
(completed peer-reviewed typescript)
Accepted chapters in peer-reviewed books (in progress)
Peer reviewed journal articles in national/regional journals
Editing a refereed journal
Serving as a reviewer for a refereed journal
Serving on a review panel for producing organization
Book/performance reviews in refereed journal
Thesis Supervision/ Committee Work, Co-authored and published
Extensive work done on accreditation or reaccreditation self studies such as for
Department of Elementary and Secondary Education, National Association for
Schools of Theatre, National Council for Accreditation of Teacher Education,
resulting in successful accreditation or re-accreditation

Presentations: Invited or refereed conference
papers/presentations at national conferences (1
during period under consideration) Invited or
refereed conference papers/presentations at regional
conferences (2 during period under consideration)
Invited or refereed conference papers/presentations at
local conferences (2 during period under
consideration) Ongoing record of
publication/presentations in local outlets
(newspapers, videos, etc.) related to scholarly
pursuits Interdisciplinary projects, either within
Theatre and Dance or intra/inter-college, outside of
the regular production season Significant progress on
an advanced degree, relevant to the teaching
assignment but not required by the candidate's
contract

Receipt of a regional external grant/ funding for Research /Scholarly project

Service: The following criteria are to be used as guidelines to determine a candidate's level of merit. Candidates should have strong contributions in this area, demonstrating service effectiveness that goes beyond the departmental norm. Added weight may be given for particularly exceptional achievement. The examples given, which are not an exhaustive list, are meant to be descriptive and not prescriptive

Leadership positions in National or Regional Professional Organizations
Chairing College Level Committees
University Level Committee Service at a strong level of service
College Level Committee Service at a strong level of service
Department Level Committee Service at a strong level of service
Department Area Coordinator
Member of Accreditation Committees: National/Regional

Sustained contributions to materials needed to maintain accreditation
Active membership in National and/or Regional Societies
Recruiting Activity: candidates need to demonstrate strong level of recruiting activity
BFA Auditions—coordinating and managing
Membership on board of local producing organization
Involvement with area schools as member of committees: performing professional services, providing in-service training, and other service activities.

For a ranking of “3”

Teaching: The following criteria are to be used as guidelines to determine a candidate’s level of merit. To achieve a merit rating of “3” for teaching, candidates should have satisfactory contributions in the following areas, demonstrating teaching effectiveness meets departmental expectations for the period under consideration. Added weight may be given for particularly exceptional achievement.

Consistently good teaching evaluations from Peers and Department Heads
Consistent strong scores from Student Evaluations*, at departmental average—(must use evaluations from all classes taught by the candidate in the period under consideration)
B.S.Ed. Student Portfolio Review/Management
Evidence of teaching effectiveness (e.g. student performance and peer review of teaching; job/graduate school placement)
BFA Reviews: participant
Mentoring of student projects/Supervision of Independent Studies
Development of courses new to the faculty member but not to the department (1/year for the period under consideration)
Attending Workshops on Teaching (Academic Development Center, Showcase on Teaching, etc.)
Attending External Regional Classes and Workshops
Guest Lecturer: student, high school, and community organizations
Participation in Advising Workshops (Advising Basics, Master Advisor, etc.)
Independent or Directed Studies with students
MA Thesis Committee Supervision/Participation (ongoing)
Workshops taken to increase effectiveness in classroom (computer training, etc.)
Advising for Comprehensive Exams (three or more, evaluated by students passing comps)
General academic advising

- Total evaluative weight given to student evaluations should not exceed 50%

Creative Work/Research: (generally at the Regional /Local level)

The following criteria are to be used as guidelines to determine a candidate’s level of merit.

Candidates should demonstrate satisfactory contributions in the following area, showing scholarly and/or artistic excellence that meets departmental expectations for the period under consideration. Added weight may be given for particularly exceptional achievement.

Artistic: (generally at the Regional or Local level) Performer, Director, Assistant Director, Choreographer, Assistant Choreographer, Dance Captain, Dramaturge, Playwright, Designer, Design Assistant, Technical Director, Art Director, Scenic Charge, Props Artisan, Draper, Wardrobe Head, Costume

Shop Manager, Master Electrician, any other “in charge” or “head of” type of position in the following:

- Little Theatre
- Vandivort
- Departmental Productions
- Peer-reviewed local productions
- Commercials (local)

Receipt of a local external grant/funding for Artistic/Creativity activity or project

Receipt of an internal grant/funding for Artistic/Creativity activity or project

Scholarly:

Publication:

- Encyclopedia or dictionary entries (refereed)
- Peer-reviewed article in regional journal

Presentations: Invited or refereed conference papers/presentations at regional conferences Invited or refereed conference papers/presentations at local conferences Ongoing record of publication/presentations in local outlets (newspapers, videos, etc.) that are related to scholarly pursuits

Regular attendance at conferences of professional organizations Obtaining Graduate Faculty Status

Research proposals submitted but not funded, and journal articles submitted but not published or pending

Service: The following criteria are to be used as guidelines to determine a candidate’s level of merit. Candidates should have satisfactory contributions in this area, demonstrating service effectiveness that meets departmental expectations for the period under consideration. Added weight may be given for particularly exceptional achievement.

- University Level Committee Service
- College Level Committee Service
- Department Level Committee Service
- Running/directing programs and initiatives
- Accreditation Committees: National, Regional, Local
- Active membership in International, National, Regional Societies
- Mentoring Students outside of curricular issues
- Recruiting Activity
- Work with relevant student organizations
- BFA Auditions—coordinating and managing
- Mentoring New Faculty
- Volunteer/Community Service (relevant to research/discipline)
- Active participation in local organizations

Invited lectures/participation in panel discussions to non-profits, community groups, etc.

Relevant outside consulting work

For a Ranking of “2” or “1”

Candidates who have not met the departmental expectations for one or more of these areas in a given period will be given a ranking of “2” or “1” for that area, depending on the degree of deficiency. For example, teaching (including both peer and student evaluations) below departmental expectations but which shows potential for improvement should be given a “2,” while teaching far below expectations should be given a “1.” Similarly, research or creative work, which shows progress towards meeting departmental standards, should receive a “2.” The hallmark of a “2,” then, is promise for future achievement.

Procedures:

Types of Documentation:

Faculty members will provide the following documentation as part of Merit/Compensation application process:

- 1 No more than two pages regarding each merit category, which contains bullet points and brief descriptions of selected activities and a self-assigned ranking for each category.
- 2 A Department of Theatre and Dance Merit Application Worksheet

The Personnel Committee and Department Head retain the right to request further evidentiary documentation from a faculty member for clarification of the application.

“Double Counting”

However individual merit items are classified, it is essential that any particular activity or outcome be counted in only one category, i.e., “double-counting” should not be permitted. The faculty member should decide within which single category an activity most logically fits.

Committee Procedure:

The Personnel Committee’s overall recommended performance ratings in each category of a faculty member’s application will be the average rating of all committee members participating. When a member of the committee is being evaluated he/she will absent themselves from the proceedings and not participate in discussion or voting.

The Personnel Committee will notify each individual faculty member of his/her recommended rating in each category and then pass its performance ratings (and faculty members’ applications) on to the department head in sufficient time for the head to meet his/her deadline.

The Department Head will make his/her own evaluation and notify each faculty member of his/her rating before it is sent forward to the Dean. It is incumbent on the Department Head to allow at least one week’s time, between the date the faculty member receives the Head’s evaluation and the date at which the Head’s evaluation and the Personnel Committee’s recommendation is forwarded to the Dean in order for the faculty member to write a letter of challenge if he/she so chooses to do so.

It is important to note the distinction that the Personnel Committee makes a “recommendation” while the

Department Head makes an “evaluation”.

College Procedure:

(See Provost’s Office web site: [http:// www.missouristate.edu/provost/42959.htm](http://www.missouristate.edu/provost/42959.htm))

College Level

The dean will meet with the department heads and review the ratings provided by each department head (and the narrative assessments as necessary) to determine the final composite rating of each faculty member.

Information to be provided to the faculty member by the dean:

- 1 The faculty member will receive from the dean his/her final composite rating.
- 2 If the dean's composite rating of a faculty member is different from the rating that the department head recommends, the dean will provide a brief written rationale to the faculty member, with a copy to the department head.

Appeal Procedure:

(See Provost’s Office web site: [http:// www.missouristate.edu/provost/42959.htm](http://www.missouristate.edu/provost/42959.htm))

Only a faculty member's final composite performance rating may be appealed.

A faculty member who is dissatisfied with his/her final composite performance rating should first request a meeting with the department head to discuss the processes and underlying rationales by which the performance rating was determined.

After meeting with the department head, the faculty member may request a formal review of the rating by submitting a written appeal to the department head stating the reasons for questioning the rating.

The department head must provide to the faculty member a written response to the appeal. At the request of the faculty member, the appeal, along with the department head response and other supporting materials, is forwarded to the dean.

The dean transmits the appeal to the College Personnel Committee (or the College Compensation Committee, if one exists as a separate subcommittee of the Personnel Committee) for consideration.

The College Personnel Committee (or Compensation Subcommittee) will consider the appeal. The committee's review should make use of the department standards and guidelines, the narrative and ratings from the department personnel committee and the department head, the department's annual report of accomplishments, and summary descriptive measures (mean, median, etc) of the ratings of department faculty. If necessary, additional information may be requested by the committee in the process of their deliberations. The college committee will provide a written summary to the dean on the recommended disposition of the appeal. If the dean makes a decision on the appeal that is different from that recommended by the college committee, the dean must provide a written rationale for that decision.

The faculty member may continue the appeal to the Provost, who will review all written documents associated with the appeal. The Provost may, at his/her discretion, meet with the faculty member. The Provost's decision on the appeal is final. If the Provost's decision is different from the decision

recommended by the college committee, the Provost must provide to the faculty member a written rationale for that decision.

Only the performance rating itself can be appealed. Individuals who are successful on appeal will receive the salary increase merited by their revised performance rating. The actual percentage salary increase associated with each performance rating is not subject to appeal.

This is the only appeal process to be utilized for appeals of the performance rating. Other grievance procedures, as outlined in the *Faculty Handbook*, are not applicable.

At any time, any employee who believes they have been discriminated against for any reason not related to job performance may consult the Office for Equity and Diversity.