

Office of the Provost and  
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**TO:** Glenn Mroz  
President

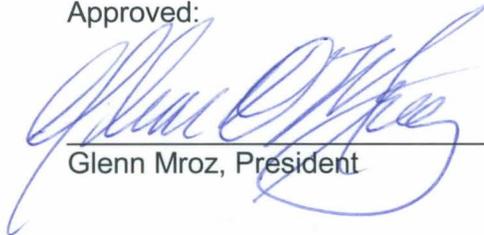
**FROM:** Max Seel   
Provost and Vice President for Academic Affairs

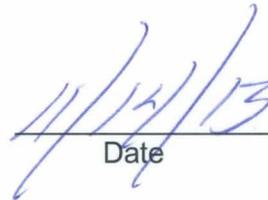
**SUBJECT:** Visual and Performing Arts Proposed Charter Amendments

**DATE:** March 11, 2013

I have reviewed and endorse the Department of Visual and Performing Arts proposed charter which was amended to reflect Senate policy.

Approved:

  
\_\_\_\_\_  
Glenn Mroz, President

  
\_\_\_\_\_  
Date

cc: Bruce Seely, Dean  
Anne Beffel, Department Chair  
Brian Barkdoll, University Senate President

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## **Charter for the Visual and Performing Arts Department**

The Faculty and Staff of the Visual and Performing Arts Department adopt this charter as a means of defining a philosophical position for the operation of the Department, its missions, organization, and principles of self-governance.

### **Philosophy:**

As the faculty and staff of the Visual and Performing Arts Department, we are committed to think innovatively and achieve our fullest potential, to accomplish our goals as individuals and as the Department, understanding that the optimal results occur when both individual and group goals are attained. We seek to establish and maintain a positive working environment of mutual respect for one another without regard to the roles we play. While we cannot succeed without each other's support, we remain responsible for our individual success. As faculty and staff, we have the right to be heard, respected, and valued by one another, and we share responsibility for making our Department successful even in those areas that are not our particular jobs. We have the right to expect the University, through the Department, to support our professional development, and we are responsible to communicate openly, to voice opinions, and to take action to make the right things happen. As members of the faculty and staff, we have a direct impact on the Department and University every day.

Our culture as working artists, scholars, and teachers differentiates us. We have the special opportunity to expand human understanding and to empower our students to do so for themselves and their generation. Therefore, we are responsible to practice our profession with personal integrity and respect, seeking the greatest personal growth and just outcomes for our students as well as our colleagues.

We establish this charter to specify the guidelines and principles we will use to facilitate the creation of the Department culture we seek.

- ❖ The Charter defines the mission of the Department and the missions of its component organizations.
- ❖ It provides for the general organizational structure of the Department.
- ❖ It outlines the process and principles for the development of policies and procedures to govern and operate the Department.

### **Mission:**

The mission of the Department is to:

### **Inspire, Create, and Share the Arts**

Through the following objectives:

- \* Produce works of art for local, regional, and national audiences,

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- \* Provide instruction and practical application for students in professional degree programs,
- \* Provide opportunities for performance at various levels of competency for all Michigan Tech students and members of the Keweenaw community,
- \* Provide instruction in arts open to all Michigan Tech students,
- \* Support the education of all students attending the University by providing opportunities to experience and appreciate the arts in the context of world culture,
- \* Provide students with opportunities to participate in an arts professional culture of their discipline,
- \* Encourage each student's personal growth and development by enhancing their opportunities to participate in producing organizations with a significant level of personal responsibility and by providing the opportunities to expand their artful experience of "life, the universe, and everything,"
- \* Assist in establishing the reputation of Michigan Tech as a technological university in the broadest application of the concept,
- \* Support the professional development of faculty members as artists and/or scholars, and teachers within the means of the Department and to the extent that the faculty members demonstrate a commitment to professional engagement and growth,
- \* Create and operate trans-disciplinary programs which teach the unity of artistic endeavor and collaboration, as well as artistic and technical competence,
- \* Operate in a fiscally responsible manner.

### **1. Policy for Approving and Changing the Charter:**

Approval:

The Charter is adopted or amended by a voice vote of the full-time faculty and Professional Staff. A two-thirds majority is required favoring the adoption. The Chair will invoke a roll call vote if the required majority is not clear.

Process of Amendment:

Any member of the full-time faculty or professional staff may propose amendments to the Charter at any time through the following procedure.

- \* A written proposal is made to the Chair from a faculty member with a second faculty member as a co-sponsor
- \* The Chair presents the amendment at the next department meeting
- \* Chair will call for a voice vote in support of the amendment or refer the amendment to an Ad Hoc committee based on the will of the faculty as express during the consideration of the Amendment. The committee will

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consider the amendment and verify that it does not contradict established University policy. The committee may either support or not support the amendment and so recommend to the faculty. A simple majority of the faculty and senior staff is required to adopt the amendment. The chair may conduct a roll call vote if the passage is questionable. The proponent of the amendment may request a roll call vote.

- \* If the amendment is referred to committee, the Chair will appoint the Committee. The advocate of the amendment may not serve on the committee.
- \* The committee will organize and deliberate in accordance with the direction given in the Department Policy and Procedure on Committee Operations.
- \* The committee will recommend the acceptance or rejection of the amendment to the faculty specifying the rationale for the recommendation.
- \* The Chair will conduct a discussion of the recommendation and call for the vote.
- \* If passed, the Department Administrator will cause the amendment to be forwarded to the University Senate to initiate the institutional review process by which amendments can be added to the charter.

Process of Revision:

The Charter may be completely revised by two methods:

- \* The Chair or a full time faculty member may request a general revision of the charter. The full-time faculty and Professional Staff may vote on whether or not to take such action. The full-time faculty and Chair can delegate revision to the Chair, to the Chair and a committee, or to a committee, as appropriate for the extent and content of the revision.
- \* The Chair may revise a specific section of the document to comply with University Policy. Such a revision will be treated as an amendment. It must be reviewed and approved by the faculty.
- \* Every third year from the year of approval, the Chair will appoint an ad Hoc committee to review the charter in relation to University policy as a means of comprehensive review to supplement the on-going process.

## **2. Duties and Responsibilities of the Chair**

The selection and evaluation of the chair will be conducted in accordance with specified University Policy

First and foremost, the Chair is to provide leadership to the faculty and staff. The faculty expects the Chair to lead them in developing a vision for the future of the Department, in establishing a plan to realize that vision, and to work with the faculty in executing the plan. Second, the Faculty expects the Chair to supervise the operation of the Department in the areas listed below but not limited to these areas:

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- \* Organization and overall supervision of the Department Staff
- \* Creation and execution of the Department Budget
- \* Supervision the hiring, position creation and reclassification processes for faculty and staff
- \* Evaluation of faculty and staff performance including recommendations for promotion and tenure
- \* Provision of a system for the professional development of faculty and staff
- \* Creation of Peer Review List for Tenure and promotion reviews conducted by the Faculty Development Committee and in accordance with University guidelines.
- \* Recommendation of salary adjustments for merit
- \* Assignment of faculty responsibilities with regard to administrative, service, teaching, research and creative activities
- \* Assignment of work spaces
- \* Appointment of faculty to Department College, University Committees and the Faculty Senate with the consent of the faculty
- \* Creation and maintenance of processes for scheduling various Department activities
- \* Provision for ongoing program development
- \* Provision for a record keeping systems which includes the protection of personnel information
- \* Coordination and collaboration with the Dean, the College Council, the Academic Forum, the Director of the Rozsa Center and other administrative units in advancing the interest of the Department, College, and University
- \* Active role in fundraising and alumni relations.

The duties of the chair should be executed in a manner which:

- \* Supports an open communication environment
- \* Provides recognition and support for the needs of each Division

### **3. Procedures and policies relating to promotion, tenure, reappointments, and professional development,**

#### PURPOSE

This section defines a continuous process of professional development, criteria for evaluation, and the acknowledgement of good work in all areas of professional life, amplifying and specifying, as appropriate, the unique qualities of the teaching artist and the teaching scholar within the context of the University's Promotion, Tenure, and Reappointment policy to insure:

- \* Newly hired faculty can gain an understanding of departmental expectations of performance and, therefore, be better prepared to engage their professional life.
- \* The Department Faculty members share a common understanding of collegial expectations of performance.

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- \* The University can acknowledge the Visual and Performing Arts faculty as attaining the standards of performance in their disciplines comparable to similar universities in the region and across the nation.

#### RESPONSIBILITIES

The Department Chair and the Department Faculty Development Committee are responsible for executing their assignments in the Department policy and the University policy on Promotion, Tenure, and Reappointment. (See Faculty Development Committee below for definition of committee and chair roles and procedures.) The Department representative to the College Promotion and Tenure committee will assist the committee in understanding the standards and expectations of the Department.

**Faculty members, within the context of the general performance expectation, are responsible for managing their professional development. Each faculty member is also responsible for the timely production of the forms and professional portfolio required during promotion and tenure processes. The Chair, the Faculty Development Committee, and Faculty Mentors are responsible to advise, assist, and evaluate the faculty member.**

#### RATIONALE

The Department Faculty understands that the roles of a teaching artist are distinctive on this University campus because of the trans-disciplinary approach of the Department. As a consequence, it is wise to delineate the professional expectations of the various specialties and the responsibilities within the Department, which accompany the role of teaching artist as well as teaching scholar. Further, the faculty sees the process of professional development as continuous, though it is manifest differently at the various stages of an individual career. The department faculty values equally the differing contributions of members at different stages of his/her career and of those having special assignments. The faculty is responsible to inform the University at large as well as its own colleagues of its expectations and values.

#### THE PROCESS OF FACULTY DEVELOPMENT

##### Faculty Development Committee –

The Development Committee has responsibility for tenure, promotion, and reappointment recommendations and supervision of the development and review process.

##### Membership:

1) The Faculty Development Committee will consist of three tenured faculty members, other than the Chair, with a 50% or greater appointment in the Visual and Performing Arts Department.

Exceptions to the 50% appointment rule may be made when an upcoming tenure case demands expertise in a specific discipline, and when there are no eligible faculty members in the Visual and Performing Arts Department with that expertise or when there is an insufficient number of eligible faculty in the

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department to constitute the committee as described in the previous paragraph. In such cases, one tenured faculty member from outside the department may be selected for service on the committee for a period of one year. Only tenured faculty members are eligible to serve on the committee. Department chairs and those holding administrative appointments outside the department are not eligible for service.

2) Members will serve for a term of 3 years, with the possibility of consecutive terms.

3) Members will be selected by a vote of the tenured faculty.

Role of the Department Chair:

- 1) The chair is responsible for the annual charge to the committee based upon the University's direction.
- 2) The chair initiates and maintains the peer review policy.
- 3) The chair will conduct and write a performance evaluation independent of the Development Committee for each annual review of untenured faculty member. For reappointment, tenure and promotion reviews the evaluation with recommend for or against reappointment, tenure, or promotion as appropriate. The chair may recommend an extension of the probationary period in accordance with University policy.

### Mentoring

Faculty members will have mentors. New Faculty members may have several mentors.

- \* The Division Director and Department Administrator will help the new faculty member learn the administrative processes of the Department.
- \* The Chair is responsible for informing the new faculty member about tenure and promotion policies and monitoring faculty progress toward tenure and promotion through the development and execution of each individual's Professional Development Plan (PDP).
- \* The Chair and the Faculty Development Committee insure that new faculty members have a professional mentor to help them engage professional organizations and assist in the preparation of grants, workshops, publications, etc. The same or another faculty member may mentor teaching activities through scheduled or impromptu meetings to discuss classes and preparation, review syllabi and course materials, grading processes and standards and discuss class performance observations, etc. Mentors are available to discuss and offer advice on any difficulties or difficult decisions the new faculty member wishes to share.

Mentees are responsible to:

- \* Work with the Chair, mentor and Division Director on the creation of the PDP.
- \* Make time to be with mentor.
- \* Be open about questions and difficulties they are experiencing.

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Mentored faculty members are urged to attend University and college offers professional development programs to improve teaching, research and creative activities.

Tenured faculty members seeking promotion may have a mentor who has experienced the process. Faculty members seeking promotion to Professor are responsible to consult with the chair in preparation for submission of their request for promotion.

#### Process

**The Faculty Role Summary defines the faculty member's balance of teaching, administrative, creative endeavor and/or research and professional activity, and service. Using the Role Summary, the guidance found in the Department Operation Document, the appropriate section for either tenure eligible and tenured faculty or Lecturers below, and the previous year's evaluations, the individual faculty members complete their Professional Development Plan.**

**The Professional Development Plan (PDP) outlines the faculty member's planned contributions to teaching, administration, creative endeavors and/or research** and professional activity, and service. The plan indicates activities beginning in the summer semester and continuing through the following spring term. The Department Chair receives the plan at the Annual Department Charge and meets with each faculty member during the first five weeks of the fall term. After the meeting, the plan or modified plan is signed by the Chair and faculty member.

When the faculty member is first appointed, a mentor will be assigned to assist them with meeting the expectations for tenure and promotion. The mentor will be a senior and experienced faculty member in the Department but not necessarily in the appointee's discipline. The new faculty member mentor is expected to meet formally or informally with his or her mentor on the preparation of his or her Professional Development Plan.

Each Professional Development Plan is subject to change during the year. Faculty members are expected to meet or exceed performance standards as specified in the attached tables. Faculty members are expected to make contributions to all areas of assigned endeavor teaching, creative endeavors and/or research and professional activity, and service. The faculty member should make significant contributions in two of these areas.

The Professional Development Plan will include a schedule of peer reviews of teaching, creative, and/or scholarly activities.

In April, each faculty member will complete the University Vita Update, a simple listing by category of activities. The Professional Development Plan as amended during the year may facilitate the update.

Within three weeks after the end of the spring term, to allow time for reflection, each faculty member will provide the Chair with:

- \* A Professional Development Report (PDR) verifying the completed Professional Development Plan as it was amended during the year.

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Activities after the end of the semester will be indicated on the plan for the next year.

\* The faculty members Teaching Portfolio.

The PDR and Teaching Portfolio are primarily a means for focusing a faculty members thinking about their professional life and communicating their thoughts to the chair. Secondly, the report provides the chair with the means to consider the merit of each faculty member's professional activity. Therefore, a clear connection can be made between the evidence of professional development and the merit recognition provided by the University. The PDR will be used for the development of merit salary increase recommendations by the chair. The failure to submit a report removes the faculty member from consideration for merit because, without the report, no connection between Professional Development and the merit award can be justified to the University.

The University Vita Update is the source of administrative reviews beyond the Department. The PDR and the Vitae Update should ideally match as much as possible. The Vita Update may be used as part of the PDR along with the Teaching Portfolio. **Faculty members are free to supplement the Vita Update information in documenting accomplishments or impacts, which appear only as a list on the Vitae Update.**

The Chair will respond to the report with an evaluation of the faculty member's performance. The tenure eligible faculty member will meet with her or his mentor and the chair before the report is finalized to discuss the evaluation. The evaluation will subsequently be provided in writing to the tenure eligible faculty member.

Tenured Faculty, Lecturers, and continuing Instructors will receive the Chair's evaluation before a conference with the Chair. The conference may occur after the submission of their PDR, or with the next year's PDP review.

The cycle continues with the development and preparation of the PDP for the upcoming year.

#### **THE FACULTY DEVELOPMENT FOR TENURE ELIGIBLE AND TENURED MEMBERS:**

##### Philosophy

The Department Faculty believes Professional Development is a lifestyle. We are a community of artists and scholar-teachers, each contributing to the quality of professional life in the Department. The following policies, procedures, standards, and guidelines are established to support and cultivate the professional life of each member of the faculty by providing a mutually supportive environment and assistance in the advancement of our professional lives.

The faculty acknowledges the existence of inherent differences in the quantitative and qualitative measures of performance between the Visual and Performing Arts Department and the other Departments of the University, as well as the various disciplines within the Department and the specialties within each discipline.

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With the exception of the of history and criticism fields within our disciplines, research is not an end in itself but is supportive of the creative process. Often the artist-teacher must present ideas that do not translate into the linear nature of language but must be demonstrated in the holistic environment of the studio and rehearsal. The means of presentation is frequently not in articles or books but through interactive workshops and demonstrations. Such differences are manifest in the performance standards and measures established hereafter. One fundamental element is common across the campus: the expectation of peer review as an essential part of evaluation of faculty growth and development.

In many of the Arts, professional work often requires residential participation in an urban artistic culture and an artistic network to which Michigan Tech faculty members, like faculty in other rural locations, are denied ready access. Therefore, to the extent possible, the Department and University will provide opportunities for on campus peer review of individual faculty member's work as a means of attaining to regional and/or national review. The Department will support the shipping of works of art to appropriate venues to receive regional and national exposure.

The faculty generally defines national recognition as being a recognized "player" on the national field, making a significant and continuing contribution. Each faculty member in their unique way is expected to engage the national scene through major regional and national organizations, and in some cases state affiliates of such organizations.

**For Promotion to Associate Professor, the tenure eligible faculty member is to make progress toward national recognition as defined above and attain the teaching and artistic expectations for quality in their discipline and service for Associate Professor as defined below. For promotion to Professor, the faculty member must have attained national recognition as defined above and created an appropriate body of artistic work subjected to professional review and made significant contributions through service to or administration of the Department which may include work on College and University projects.**

The faculty accepts that, as long as faculty members are performing the organizational and academic role for which they were hired or to which they were assigned, their work in areas and disciplines outside those areas (but within the general areas of Art, Music, Sound, and Theatre) is applicable for promotion and tenure. Performances in such areas and disciplines are expected to meet the standards of quality expected from other faculty.

### **Tenure, Promotion and Reappointment System (TPR)**

**The University Policy for TPR requires annual reviews:**

- \* **The First Year review is conducted during the first semester of Employment.**
- \* **The Second Year reappointment review. A successful review results in a reappointment for two years.**
- \* **The Third Year is an interim review.**
- \* **The Fourth Year review is a reappointment evaluation with possibility of a second two-year renewal.**

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- \* **The Fifth Year review is and interim review.**
- \* **The Sixth Year review is the tenure consideration evaluation.**

**The annual Professional Development Plan and Report provides the orderly means of moving through this series of reviews and the establishment of a body of work reviewed from the perspective of qualitative and quantitative standards within an open system of evaluation.**

**Letters of appointment will be prepared in accordance with University policy as expressed in the faculty Handbook Appendix I Tenure, Promotion and Reappointment Procedures**

**The culmination of the six-year professional development and tenure and promotion process is the completion of the Appropriate Forms and the Professional Portfolio. Presented in a single binder the completed forms and portfolio which is reviewed by the External Reviews, The Chair, College Promotion and Tenure Committee, and the Dean and the Administration.**

**Copies of the Professional Portfolio will be send to Reviewers who are professional qualified and are employed by academic institutions. Reviewers are selected through the following process.**

- 1) The Chair will solicit external reviewers for tenure and promotion cases. She/he will develop a list of faculty qualified by rank and tenure from universities of comparable status to Michigan Technological University in the specialty of the faculty member seeking promotion or tenure. The Chair will contact faculty on the list until he/she has found three to five who agree to perform the evaluation. From a list of possible external reviewers provided by the faculty member seeking tenure or promotion, the chair will secure the agreement of at least three faculty members from this list to conduct the evaluation. The Chair will then provide the list of potential evaluators to the Faculty Development Committee. In a conflict of interest case the Chair of the Faculty Development Committee will execute this responsibility.**
- 2) The Development Committee will select three to five external reviewers. In the case of three, one will be from the faculty member's list and two from the Chair's list.**
- 3) The Chair will provide the external reviewers with the faculty member's portfolio and insure the return of the evaluations to the committee. Both the Chair and the Committee will have use of the external reviewers' commentary for use in their evaluations.**
- 4) All of the external reviewers commentaries will be included in the single binder review by the College Promotion and Tenure Committee, the Dean, and Administration.**

### **Portfolio Purpose**

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**The portfolio for promotion to Associate Professor and Tenure must demonstrate progress toward national recognition using the following evidence:**

**ONE - EXCELLENCE IN TEACHING within the discipline using evidence based on:**

- \* **The annual teaching portfolios,**
- \* **Student evaluations,**
- \* **Peer reviews by Department and University Faculty and Staff and reviewers from other universities to observe your work, or other justifiable materials.**
- \* **For faculty with experience prior to joining the Department faculty, materials from previous teaching positions demonstrating development or continuing expertise is expected.**

**To support the development of materials for demonstrating teaching excellence:**

In each year of the probationary period, tenure eligible faculty members will receive, in addition to the chair's administrative review, a peer review from a colleague from their discipline or an outside reviewer. The outside reviewer may be the Director of the Center for Teaching and Learning or a qualified faculty member from another university. When these reviews reveal deficiencies in acknowledged good teaching practice, the reviewer, the chair, and members of the Faculty Development Committee will provide advice and assistance, which ideally lead to improved performance.

The Chair and the Faculty Development Committee will examine all reviews of teaching each year and provide evaluation as appropriate.

The teaching portfolio might include:

- An overall self-evaluation,
- A summation of special training they have experienced during the year,
- Presentation of peer review materials,
- Presentation of new course of instruction innovations
- A statement of teaching philosophy and description of its ties to learning
- Student comments from evaluations
- Pedagogical and/or Advising Innovations
- Mentoring
- Program Development
- Pedagogical Research
- Handling of Student Complaints

**TWO - A BODY OF ARTISTIC WORK the disciplinary standard meeting established by the faculty. Both the quantitative and Qualitative standards must be attained. Non Student, professional work created before employment by Michigan Tech should be included.**

**Art – Ten to sixteen professional presentation of creative work AND a combination of evidence commenting on the quality of the work, which may include, journalist reviews, critical responses from peers or other experts, awards received, representation achieved of publication in professional publications.**

**Music – at least three performances per year with the Department and at least one off campus performance or directed ensemble performance as a conductor/director of professional groups or performances conducted / directed for commercial recordings AND A combinations of critical reviews, or responses from peers and other experts such as musical artists, conductors / directors or qualified reviewers, awards and professional recognitions representing demonstrated acceptance by the profession.**

**Theatre –**

**Play Writing: One to three full length plays produced in a regional, commercial or university theatre other than Michigan Tech or in a Community theatre selected on the basis of competitive submissions to a recognized play search AND a combination of journalistic reviewers, critical or peer responses to scripts from peers, playwrights or directors, awards or publication of a script a script in anthology, or other professional recognitions.**

**Directing: Eight to twelve productions, one third of which must have been staged professional, commercially or at university theatres other than Michigan Tech AND a combination of journalistic reviewers, critical or peer responses, awards and other recognitions received which demonstrate a consistent record of excellent work.**

**Acting/  
Directing: Ten to twenty productions in which have been professional, commercial of university theatres other than Michigan Tech AND a combination of journalistic reviews, critical responses from peers or other experts, awards or other recognitions which demonstrate a consistent record of excellent work.**

**Designing, Production Management, Technical Direction, and Audio Engineering:  
A significant body of work on and off campus work, which may include theatre video, film, and non-theatrical entertainment productions AND a combination of journalistic reviews, critical responses from peers or other experts, awards or other recognitions which demonstrate a consistent record of excellent work.**

**Art, Music, or Theatre Studies:**

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**Presentation of ten or more professional artifacts including presentations, publications, reviews, book chapters, and other typical research and scholarly endeavors and demonstration of their status in the discipline as peer reviewed, invited, etc. Reviews by critics and peers of scholarly work should be included.**

**Professional status work performed before joining the faculty is expected to be included in the portfolio and may be counted as off campus work. No student work in pursuit of a degree may be included.**

In each year of the probationary period, tenure eligible faculty members will receive peer reviews of creative work from outside reviewers selected by the Chair and Professional Development Committee or through a professional juried review system such as those afforded by juried/judged art exhibition.

Tenure eligible faculty in Art will experience peer review through the jury process of submission to exhibitions or a peer review from an outside reviewer.

Tenure eligible faculty in music composition, performance, and conducting will experience one peer review per year from an outside reviewer based on a campus visit or recordings.

Tenure eligible faculty involved in theatrical endeavors, other than play writing, will experience one peer review per year from an outside reviewer for at least three of the years prior to the review for tenure. Tenure eligible faculty in play writing will experience peer review through the submission of script for awards and production.

**Tenure eligible faculty members are responsible to coordinate peer review support with their mentor and the Chair of the Professional Development Committee.**

**THREE - PROFESSIONAL ENGAGEMENT with appropriate state, regional, and national communities in the appropriate discipline.**

**ART - A scenario of engagement characterized by ten to sixteen arts events such as presentations as artist, speaker, panelist or teacher, offering a workshop or paper or presenting a work of art, adjudicating, judging, presiding over a session, participating as an official of the organization, publishing articles of professional interest inclusion in books or writing books on one's art, editing publications, participation in symposiums, working as a consultant, obtaining funding for organizations and their projects, etc.**

**MUSIC - The annual participation in one activity as: a presenter, at professional conference, or guest performer, or officer of organization, or adjudicator, or publication as author, co-author, translator or reviewer, or other document service to the music or teaching profession AND three activities such as: Document evidence of Program development, documented enhancement of community outreach, documentation of interdisciplinary collaborations, obtaining funding in**

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**support of creative, instructional program development or research activities, consulting on behalf of musical, educational, professional or governmental agencies, other activities as approved by the department Chair.**

**THEATRE (Production/Performance) - Documented participation in 10 or more professional activities covering a scope of primary and secondary professional activities. Primary professional activities: Participation at state, regional and/or national conferences as an actor, speaker, panelist, poster presenter, or clinician; presentation of workshop or paper for a professional audience; participation in a planning and executing capacity for State, regional and/or national professional organizations. Secondary professional activities: Respondent for theatrical productions, publication of articles, creation and distribution of textbooks and other educational media, Participation in symposiums, consulting, Inclusions of works in exhibitions or books, Obtaining funding for projects, Documentation of program development actions, being recognized for accomplishments of significance,**

**ART, MUSIC, AND THEATRE STUDIES – participation in the planning an operation of state, regional and/or national a professional associates and their activities not otherwise acknowledge under the heading of research**

#### **FOUR - ADMINISTRATION**

**Faculty who assume administration responsibility for the organization and operation of performance ensembles, exhibitions, and academic programs will include an account of their stewardship. These positions are typical more demanding of time, energy, and management skills than usual faculty service and they are key to the success of the Department, therefore, they are address separately here.**

This accounting should include a list of the accomplishments of their organizations, a statement regard fiscal operations, enrollment changes, program improvements, etc.

Exceptional administrative performance is going beyond the expectations established by the faculty. Some examples of exceptional contributions are: organizing tours, student-faculty educational trips, exceeding recruitment and participation goals, and returning a profit from the organization activity to fund future projects. All of these activities are integral to the teaching and creative processes.

#### **FIVE - SERVICE**

The service expectation for untenured faculty is engagement with one committee at most two during the beginning of their career. While these committee assignments are often made to allow new members of the faculty to learn the operation of the Department and University, faculty should address the contribution they have made through committee work and individual projects they create or are assigned.

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**The portfolio for promotion to Professor must demonstrate the achievement of national recognition using the following evidence:**

**ONE - EXCELLENCE IN TEACHING**

**Continued excellent teaching as demonstrated by the same kinds of evidence for promotion and tenure. Contributions to program development in the department and university as well as within the discipline would be an appropriate enterprise.**

Tenured faculty members will receive a peer review of their teaching every three years conducted by the chair, a faculty member in their discipline or an outside reviewer.

**TWO - A BODY OF ARTISTIC WORK**

**ART - Presentation of a body of work consisting of fifty or more events, one third of which must be professional, commercial of university venues other than Michigan Tech. Evidence of quality must be provided as with Promotion to Associate Professor with tenure.**

**MUSIC – The average number of off campus appearances or commercial recordings is increased from one to two as minimal with substantial evidence of quality as with the artistic work for promotion to Professor with tenure.**

**THEATRE –**

**Play Writing: Three to six additional full length scripts as meeting the standard established for promotion to Associate Professor with tenure with accompanying evidence of quality.**

**Directing: A body of work consisting of fifty productions meeting the same standards and quality measures as those promotion to Associate Professor with tenure.**

**Acting/Directing: A body of fifty productions meeting the same standards and quality measures as those promotion to Associate Professor with tenure.**

**Designing, Production Management, Technical Direction, and Audio Engineering: A body of work spanning a career (100 major productions or projects being typical) meeting the same standards and quality measures as those promotion to Associate Professor with tenure.**

Tenured faculty involved in creative endeavors in such areas as stage direction, acting, design, technical direction or music composition, performance, and conducting and music technology will experience a peer review every third year or more frequently if they are building a portfolio for promotion.

**Scholarly Research in Art, Music, and Theatre – A continued record of scholarly work consisting of two to three artifacts a year. A**

**significant work of substantial length and complexity marks the contribution of a senior faculty member. The same qualitative standard applies as that for promotion to Associate Professor with tenure.**

### **THREE - PROFESSIONAL ENGAGEMENT**

**ART – Two to Three professional engagements each years with the same choices of activities and standard of quality as apply for promotion to Associate Professor with tenure.**

**MUSIC – The standard for Category B (See Chart in the Department Document activities increase from three to four annually with the same choices of activities and standard of quality as apply for promotion to Associate Professor with tenure.**

**THEATRE - On average, two to three professional engagements annually with the same choices of activities and standard of quality as apply for promotion to Associate Professor with tenure.**

### **FOUR/FIVE - ADMINISTRATION/SERVICE**

**Tenured faculty members are expected to provide administrative leadership and service with greater frequency, making more significant contributions to the Department, College, and University.**

### **Early Tenure**

**Early tenure is granted in specific situations:**

- \* A chair being appointed through an external or internal search will be granted tenure in the Department, as the independence assured by tenure is requisite to acquitting the duties of the position.**
- \* A new faculty member joining who was tenured at a previous position may be tenured in the Department at the time of hiring if the Department tenured and tenure track faculty and the University Administration approve.**
- \* A new faculty member may request early tenure if they can demonstrate through a combination of previous experience and current performance (usually at least two years with Michigan Tech) a record of performance, which attains or exceeds the standards of expected performance established by Guidelines below.**
- \* Tenure with a senior faculty appointment from a national search is an appropriate means for attracting quality senior faculty and is seen as a customary.**

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### **THE FACULTY DEVELOPMENT FOR LECTURERS:**

**Lecturers are employed as teachers of courses and/or laboratories in their discipline. The Role Statement for Lecturers, who are full time for payroll purpose, are assigned four courses or the equivalent in courses and laboratory teaching and supervision.**

**Lecturers use the same Professional Development vehicle, the PDP/R, described above. They will meet the performance standards established to Lectures below.**

**Lecturers may be promoted to Senior Lecture and then Principle Lecturer. Promotion follows the same pattern as tenure eligible faculty but need not establish recognition.**

#### **Promotion Portfolio**

**The portfolio for promotion to Senior Lecturer and Principle Lecturer must demonstrate primarily excellence in teaching and meaningful participation in professional and department life.**

**ONE - EXCELLENCE IN TEACHING within the discipline using evidence based on the annual teaching portfolios, student evaluations, and peer reviews by Department and University Faculty And Staff and reviewers from other universities to observe your work, or other justifiable materials. For faculty with experience prior to joining the Department faculty, materials from pervious teaching positions demonstrating development of or continuing expertise is expected.**

**To support the development of materials for demonstrating teaching excellence:**

Each year, Lecturers will receive, in addition to the chair's administrative review, a peer review from a colleague from their discipline or an outside reviewer. The outside reviewer may be the Director of the Center for Teaching and Learning or a qualified faculty member from another university. When these reviews reveal deficiencies in acknowledged good teaching practice, the reviewer, the chair, and members of the Faculty Development Committee will provide advice and assistance, which ideally lead to improved performance.

The Chair and the Faculty Development Committee will examine all reviews of teaching each year and provide evaluation as appropriate.

The teaching portfolio might include:

- An overall self-evaluation,
- A summation of special training they have experienced during the year,
- Presentation of peer review materials,
- Presentation of new course of instruction innovations
- A statement of teaching philosophy and description of its ties to learning
- Student comments from evaluations
- Pedagogical and/or Advising Innovations
- Mentoring
- Program Development

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Pedagogical Research  
Handling of Student Complaints

TWO ARTISTIC ENDEAVORS – PROFESSIONAL ENAGAGEMENT- SERVICE

**Lecturers are expected to engage in creating art, continued professional development, and service to the Department. The faculty has established the appropriate expectation as one-third of the expectation in the appropriate discipline. In signing the annual PDP of the Lecturer, the Chair is attesting that these expectations are met by the PDP activities.**

**4. Faculty and Staff Roles in Governance**

Definitions:

The Department Faculty – All persons teaching in the Department whether full or part time.

The Department Staff – All persons providing full-time services other than teaching in the Department.

Full-time Faculty – All tenured, tenure eligible, and lecturers/instructors teaching a full-time equivalent faculty load as defined in the Department Policy and Procedure Guide.

Professional Staff – All persons defined as “exempt employees” by University Human Resources or designated as “professional” by the Chair.

Voting Rights:

The right to vote on matters of Department business is extended to all full-time Department faculty and staff unless otherwise specified in the Department Charter. All faculty and staff vote on the approval or revision of the Department Charter. The right to vote on the granting of tenure is restricted to tenured faculty.

Participation Rights:

All Department faculty and staff regardless of part or full time status are expected to participate in discussions of Department business and offer their expert advice.

**5. Sabbatical Leave**

Faculty may apply for a sabbatical following the University Sabbatical committee procedures. The Chair may consult with faculty members to determine the impact of providing a sabbatical to the applicant. The Chair will choose to support the applicant’s request based on the best interest of the Department (including teaching and staffing considerations) and the professional development of the faculty member.

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If the chair requests a sabbatical the discussion will be between the dean and the chair. The dean will consult with the department faculty before approving a sabbatical for the chair.

**6. Emeritus/Emeritia Status**

Any member of the faculty may nominate a retiring or retired faculty member for designation as emeritus/emertia under the guidelines of the University. The nomination should be in writing and must specify the distinctive hallmarks of the nominee's career. The department recommendation to confer this honor requires support of two-thirds of the full-time faculty and professional staff. The Chair and Department Administrator will transmit the request to the Dean for approval by the Provost, President, and the Board of Control.

**7. Grievances**

The Grievance Committee will consist of three faculty members elected at large by the faculty at the annual Department Charge. The committee is charged with resolving conflicts between and grievances of Department faculty and staff. A faculty or staff member seeking the committee's assistance will approach a member of the committee and provide a written summary of the conflict or grievance. The committee will investigate the situation and recommend a solution to the problem. The procedures of the Grievance Committee are specified in the Committee Section, Part II.5. If a satisfactory resolution is not achieved, a faculty member will be referred to Senate Proposal 13-95, "Faculty Grievance Policy and Procedures."