

ACADEMIC ADVISING

4. Number of current advisees:	Freshmen	<u>15</u>
	Sophomores	<u>15</u>
	Juniors	<u>20</u>
	Seniors	<u>5</u>
	Other	<u>0</u>

5. Service on graduate/professional student guidance committees:
(List number of students)

	<u>Masters</u>	<u>Doctoral</u>	<u>Professional</u>
Currently enrolled or active	<u>25</u>	<u>0</u>	<u>0</u>
Degrees Awarded - total of career	<u>35</u>	<u>0</u>	<u>0</u>

6. Provide a summary of accomplishments in academic advising (reference [Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.1.1](#)).

The history of advising in my contract has changed considerably over the course of my time at Michigan State University. August 2012 - August 2014: 60% of my contract was to provide academic & professional advising for all majors and minors within the Department of Theatre (THR) regarding academic progress, study away & study abroad, internships, service learning, and career planning. August 2014 - January 2016: 40% of my contract was to provide the same services in the same amount of time so that I could expand my formal teaching obligations and outreach opportunities. January 2016: a significant shift occurred as 5% of my contract remained in formal advising to provide academic & professional advising for Arts and Cultural Management (ACM) minors regarding academic progress, service learning, and career planning. Currently (as of August 2017), I serve as the graduate advisor for the ACM MA program and serve on a variety of Graduate Committees for ACM & THR. Since my arrival at MSU, I have advised over 200 undergraduate theatre majors and theatre, dance & ACM minors, degree navigate rising & current senior students to track requirements and progress toward graduation, monitor students on or near academic probation, calculate credits for zero enrollment. I have also assisted faculty and students with academic overrides, degree status changes, course-scheduling issues and program/course changes.

7. Evaluation of academic advising by unit administrator. Include advising, recruitment and retention of students; evidence of a leadership role in the advising profession; evidence of commitment to and effectiveness in promoting diversity and intellectual honesty; summary of evidence of recognition by students, peers, faculty and others within and outside MSU.

Academic Specialist, [REDACTED]'s work as advisor has been stellar as she handled numerous advising duties for individual students in the various majors and minors in THR and ACM. Her presence in each student's life from AOP to degree navigation to graduation is something that students and faculty alike have praised of Ms. [REDACTED]. She is a consummate professional and compassionate advisor/mentor/educator.

As her position shifted and she became more and more entrenched within ACM, her advising duties were removed from her THR responsibilities and she continued to handle the academic advising of the undergraduate ACM minor with great aplomb.

As of late, she has established a well-refined process in the mentorship and advising of ACM MA students from acceptance to graduation. Moreover, she has been instrumental in securing experiential learning experiences off-campus through her professional connections and work as an educational outreach coordinator. Ms. [REDACTED] has also been a core recruitment officer for THR and ACM connected with mid-Michigan schools and the Michigan Educational Theatre Association's annual MI Thespian Festival.

The unit review committee noted: "Her work as advisor to 4th Wall Theatre benefits not only the MSU students who have participated as instructors, but also the students and families from the community."

TEACHING ACTIVITIES IN CREDIT COURSES

8. Record of teaching activities for the past three years*:

[illegible]

9. Provide a summary of accomplishments in teaching (reference [Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities](#), section A.5.1.2).

My position description states that I am to teach courses in THR, ACM, and non-credit workshop/special topics courses to provide community connections and opportunities for Arts & Humanities students. I have developed and taught the inaugural classes in the ACM program including: ACM 271: Intro to ACM (both in class and online), ACM 462: Promotions for ACM (where students re-branded arts or cultural organizations), ACM 464: Education and Outreach for ACM (including partners with the Greater Lansing Arts Council and Post Oak Elementary School in the Lansing School District), ACM 467: Development and Fundraising for ACM (engaging with community members from MCACA and Williamston Theatre), and ACM 801: Graduate Introduction to ACM (connecting with community organizations through student interviews, skype sessions, and organizing and attending a non-profit symposia).

Throughout all of my classes, I engage with working industry professionals from the Wharton Center on the MSU campus to colleagues that I worked with in NYC from Lincoln Center Theater and the Center for Arts Education.

Of particular note is the touring production that I developed in spring 2017 entitled: FARM! A Musical Experience. I can say very proudly that I believe FARM! to be some of my best work to date. FARM! was developed in THR 422: Children's Theatre. I had initially talked to THR Chairperson, [REDACTED] about having the class rehearse and schedule a children's theatre tour, however, after my meetings with Trusty Sidekick and Oily Cart Theatre professionals in NYC and London, it became clear to me that the class should be used to develop a production specifically for students with Autism Spectrum Disorder and other diagnoses. It was the perfect vehicle to test a new theatrical model and experiment and create in a classroom environment. 17 students and myself wrote a piece of musical theatre through devised methods, that was performed at the end of the semester to 6 special needs students (and their families) that we had previously worked with in our 4th Wall Theatre Partnership.

* In determining the "past three years" the candidate may elect to exclude any terms during which s/he was on leave.

10. Record of MSU-sponsored non-credit instructional activities for the past three years*:

[illegible]

As I reflect upon my past two years in my new academic year contract in THR at MSU, I center on my interest and focus on enhancing the arts community. Whether it be a community of colleagues, students, groups or individuals in the greater Lansing area, or the theatre and arts and cultural community globally, it is with community in mind that I continue to use my skills to educate--promoting the exchange of ideas, research and creative production.

Prior to the start of my new contract, I knew that academic years 2016-2017 and 2017-2018 would be challenging for me. I had developed new content for courses that I would be teaching for the first time, I had planned to partner with community groups in various ways, I would work on grant applications that would further my research, and I would begin the journey of creating work specifically for students with ASD and other diagnoses. This was all in the plan, and I was well prepared for the challenges.

Within this time, I also created additional opportunities to propel my work forward. I traveled to NYC to meet with the creative team of Trusty Sidekick Theatre Company/Lincoln Center Education, and on an ACM trip to London, I used the opportunity to set up a meeting with the Artistic Director of Oily Cart Theatre to inform my research and creative activity. Additionally, through contacts of an ACM graduate student from Puerto Rico, I was able to work with artists from Y no habia Luz in Puerto Rico in the summer of 2017 to further my study of puppet design and utilization. I also directed *Giants Have Us In Their Books* and *Other Works* by José Rivera for the Department—an opportunity that allowed me to work with a new community of students and further develop an aesthetic and form that I explored in my work with the community of artists in Puerto Rico. This combination of planned activity and my decisions to seize moments of opportunity made for a very full plate.

That stated, is difficult for me to separate my curriculum design, teaching, advising, outreach, research and service into distinct sections, because they all overlap and inform each other. I believe that my ability to synthesize all of these areas is one of my strengths.

* In determining the "past three years" the candidate may elect to exclude any terms during which s/he was on leave.

CURRICULUM DEVELOPMENT

13. List significant contributions to planning and development of curricula, academic programs and courses (reference [Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities](#), section A.5.1.3).

You will read from my aforementioned comments on "summary of accomplishments in teaching" and "summary of accomplishments in instructional activities" that I have created a considerable amount of new courses while at MSU.

Within the last several years, I was part of a team that researched, designed, and documented an undergraduate minor in arts and cultural management and a related MA in arts and cultural management. We designed courses that focused on the introduction of arts management, education and outreach, promotions & public relations, development and fundraising, and a seminar course. I personally researched and designed curriculum that would enlighten and bring understanding to students whose focus was on engaging and sustaining arts organizations across their communities.

In the spring of 2018, I will teach a new course I have created, AL 210 Theatre and Social Justice. This course is for the Citizen Scholar's program, and will have a community engagement component. I will continue my work with puppetry and the use of puppetry to create democratic dialogue. I will also teach ACM 464 and hope to once again partner with the Greater Lansing Arts Council and Post Oak Elementary School. In late April 2018, I will attend the Big Umbrella Festival in NYC. This is a festival for artists involved in creating work for students with ASD. I have received a CAL URI grant to take [REDACTED] and [REDACTED] with me, and present some of our work to professionals in the field. I feel this is an incredible opportunity for students to engage with a professional community of artists and share their pioneering work.

In US18, [REDACTED] and I will lead a NYC Study Away for CAL. I look forward to working with MSU students and introducing them to a city that I lived and worked in for many years. I also hope to travel to Puerto Rico in the near future, and continue my work with [REDACTED] and Y no habia Luz (political theatre and puppetry) and bring back knowledge to share with my AL 210 class.

14. Evaluation of curriculum planning and development by unit administrator. Include professional contributions and evidence of leadership; commitment to and effectiveness in promoting diversity and intellectual honesty; summary of evidence of recognition of peers, faculty and others within and outside MSU.

Academic Specialist, [REDACTED] curriculum development has been significant and student-centered. As mentioned earlier, she was one of the primary architects of the ACM program (MA and minor) in CAL. Particularly, she was central to the creation of many experiential learning opportunities associated with the academic minor in order to allow students to learn within, experience firsthand, and actually work in their chosen professions while still in school. Moreover, she recently developed updated internship paperwork for our industry partners associated with the MA in ACM program that comprises 1/5 of the program's expectations that is necessary to our mission to provide pre-professional training in the arts and cultural sector.

The unit review committee states: "... graduate students have developed specialties based on the training and opportunities that have arisen from working with Ms. [REDACTED]. Finally, the sheer number of courses that Ms. [REDACTED] has developed for ACM is impressive, and the content of the classes is scaffolded for optimal student learning."

PUBLICATIONS

15. List materials authored or co-authored in support of MSU advising, MSU credit or non-credit courses, or for use in MSU service/outreach activities. The list should be chronological order by category with the most recent work listed first. Include author(s), title, date, and target audience or course.

N/A

16. List research publications, papers, and other creative works under headings of (1) Books; (2) Book Chapters; (3) Bulletins or Monographs; (4) Articles (**for multi-authored articles, indicate how the primary or lead author can be identified**); (5) Reviews; (6) Papers read/published in conference proceedings; (7) Invited papers; (8) Artistic endeavors (exhibits, showings, scores, performances, recordings, etc.); (9) Other scholarly and creative works and activities (video production, etc.). The list should be in chronological order by category with the most recent work listed first; asterisk monographs and articles which received peer review.

(1) Books – N/A; (2) Book Chapters – N/A; (3) Bulletins or Monographs – N/A; (4) Articles – N/A; (5) Reviews – N/A ; (6) Papers read/published in conference proceedings – N/A; (7) Invited papers – N/A

(8) Artistic endeavors (exhibits, showings, scores, performances, recordings, etc.)

Director: Michigan State University
 Giants Have Us in Their Books & other works by José Rivera, 2017
 FARM! A Musical Experience, 2017 (touring production)
 Make Me Famous, 2014 (also playwright)

Summer Circle Theatre
 Stop Copying Me!, 2013 (also playwright)

Seminars Conducted
 The Teacher/Teaching Artist Relationship, Wharton Center for the Performing Arts, 2017
 Arts & Cultural Management at the University, ATHE, 2016

(9) Other scholarly and creative works and activities (video production, etc.) – N/A

GRANTS

17. List grant and/or contract proposals authored/co-authored in last six years.* Each proposal should consist of a 2-line entry as described below. For Amount Funded, if the proposal has not been funded, type "pending" or "rejected" as appropriate.

Line 1: Title of the proposal

Line 2: Name of granting or contracting agency, date submitted, amount funded, principal/co-investigators (if not the candidate).

NEA Research Lab Grant

FARM Development/Workshop Performances (Mid-MI Autism Association), 2017, \$312,300 (rejected)

MSU Creating Inclusive Excellence Grant

MSU Office of Inclusion and Intercultural Initiatives, 2017, \$5,000

Undergraduate Research Initiative Grant

MSU College of Arts and Letters, 2017, \$1,350

Undergraduate Research Initiative Grant

MSU College of Arts and Letters, 2016, \$1,200

Undergraduate Research Initiative Grant

MSU College of Arts and Letters, 2015, \$700

Imagine Flint Grant

MSU College of Arts and Letters, 2014; \$6,000

Undergraduate Research Initiative Grant

MSU College of Arts and Letters, 2014, \$900

Undergraduate Research Initiative Grant

MSU College of Arts and Letters, 2013, \$700

Undergraduate Research Initiative Grant

MSU College of Arts and Letters, 2012, \$1,500

RESEARCH

18. List significant contributions to research (reference [Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.5.2](#)).

My research is associated with Artistic Endeavors listed under #16 and the many moments of outreach to be listed under #20.

* The candidate may elect to extend the 6-year period by a length of time equal to the length of any leaves taken during the past 6 years and make a notation to this effect.

19. Evaluation by unit administrator of the contributions to research. Include research techniques; support of others in research endeavors; advancement of knowledge, public benefit, economic development; promotion of appropriate climate for creativity, diversity and intellectual honesty in the research setting; summary of evidence of recognition of peers, faculty and others within and outside MSU.

Academic Specialist, [REDACTED] did not have research as an official part of her appointment until January 2016. In addition, her appointment states that her research percentage is to develop and maintain professional effectiveness in research and/or creative activity including Theatre and Autism, Children's Touring Productions and mentorship of Spartan Public Outreach Team. Of her accomplishments, Farm! A Musical Experience, as I already mentioned, was a highlight for her. Moreover, her work with Wharton Center and their sensory-friendly performance committee has made a considerable amount of forward movement, with Temple as a starting point and Farm! as an important next step toward a three-performance series for Wharton Center in AY 17-18. It is great to see that her years of collaborating with the 4th Wall Theatre Company has expanded into her creative activity agenda. And although her NEA Research Lab grant was not successful from a funding point of view, it is very important with regard to creating campus research partners for future endeavors (with special consideration to the MI School Tour of Farm! in Spring 2018).

The unit review committee states: "In the areas of Research and Creative Activity, a small portion of the appointment, Ms. [REDACTED] exceeds expectations. In the development of Farm! A Musical Experience, [REDACTED] has integrated her research agenda by creating work specifically for students with ASD and other diagnoses and paired it with theatre students' creative development by allowing them to participate in the creation of the script. Simultaneously, the touring aspect of this project enhances the community we live in and brings arts to underserved populations. We do not mean to imply "double dipping" in appointment activity, but are lauding Ms. [REDACTED] expansive and integrative view of all the aspects of her job. She bridges teaching, research, and outreach in ways that are beneficial to all. Her work ripples out from theatre into the broader community."

PUBLIC SERVICE/OUTREACH

20. List significant contributions in the area of public service/outreach (reference [Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities](#), section A.5.3).

In the past two years, I have participated in work for MAEIA (Michigan Arts Education Instruction and Assessment), been a member of the Greater Lansing Arts Council Creative Committee, and conducted professional development training sessions for teachers involved in the Wharton Center Education programs. I have served on the season selection committee for THR, search committees for an Academic Advisor and ACM Program Director, served as Head of Theatre Studies while [REDACTED] was on sabbatical, served on the Citizen Scholars Advisory Board for CAL, and been a judge at the Michigan Educational Theatre Association Michigan Thespian Festival recruitment event. I also consider directing Freshman Showcase as service to the department, as this is not in my contract. I volunteered to direct when we were short on directors due to colleagues being out on sabbatical or other leave.

(as previously mentioned) FARM! A Musical Experience truly exemplifies the synthesis of my experience, research, outreach and talents. The creation of FARM! allowed me to work as an educator, researcher, playwright, lyricist, director, and arts integration and community engagement specialist. The creative work is definitely what drives and fulfills me, and I am delighted that all areas of my professional life were able to be manifested in this production, in which MSU students took center stage with the creation and performance. I look forward to continuing this work and the development of this theatrical model for future productions, and again, engaging with community in this forum.

In the spring of 2016, THR Graduate student [REDACTED] and THR undergraduate student [REDACTED], who I had obtained a CAL URI for, accompanied me on a trip to NYC to meet with the [REDACTED], Artistic Director for the Trusty Sidekick Theatre who was commissioned by Lincoln Center Education in 2014 to produce a show specifically for an audience of students with ASD. This was the first commission for this type of work in the US.

In May 2016, while in London for the ACM program, I met with [REDACTED], Artistic Director of Oily Cart Theatre in London, England, who has been creating and producing this type of work for over 30 years. Oily Cart, Lincoln Center Education, and Trusty Sidekick Theater Company have been leading this impressive work world-wide.

I received additional CAL URI funding for [REDACTED] and [REDACTED] (who was instrumental in the success of our collaboration with the 4th Wall Theatre Company, providing workshops for students with ASD) to return to NYC in the spring of 2017 to further our research.

21. Evaluation of public service/outreach activities by unit administrator. Include delivery of educational and technical information, expertise and services to individuals, business, industry, government, educational institutions or other organizations such as galleries, museums, libraries; evidence of leadership; promotion of an appropriate climate for diversity and intellectual honesty in service/outreach settings; a summary of evidence of recognition by clients, peers, faculty and others within and outside MSU.

Academic Specialist, [REDACTED] has many times utilized her leaderships and management skills in helping the greater arts and cultural community. Her work with the Friends of Theatre at MSU was a terribly important part of her service when she arrived at MSU to support donor relations and stewardship. Her work with the 4th Wall Theatre Company and Imagine Flint: SPOT on Autism were also both excellent service to the reputation of THR.

The important relationships that she has made through the creation and implementation of the ACM program has led to many opportunities: serving as an MAEIA reviewer for theatre in MI Elementary Public Schools; participating in the Nonprofit Symposium in the Lansing Creative Placemaking Summit; and work as the arts representative to the Greater Lansing Arts Council, to name a few.

In 2017, she received the 2017 College of Arts and Letters Community Partner Award that recognizes a CAL faculty member's community contributions at the local, state, national and/or global/world levels. She was recognized for her involvement with the Spartan Public Outreach Team (SPOT). For four years, [REDACTED] has mentored MSU students in running theatrical workshops for students with autism and other special needs. She works closely with 4th Wall Theatre Company, a theatre program that encourages individuals with special needs to break through the fourth wall to sing, dance, and act onstage.

ADMINISTRATIVE ACTIVITIES

22. List significant contributions in the area of administration (reference [Academic Specialist Handbook - Appendix A: Functional Description of Specialist Duties, Advancement in the System and Administrative Responsibilities, section A.6](#)).

In AY 16-17 and 17-18, I served as the Associate Director of Arts and Cultural Management coordinating the MA in ACM program.

In Fall 2017, I assumed the role of Head of Theatre Studies as Dr. [REDACTED] was on sabbatical.

23. Evaluation of administrative activities by department chairperson/school director.

Ms. [REDACTED] is a tremendous asset to any program fortunate enough to have her as part of a team. In my role as the Chairperson of Theatre, Ms. [REDACTED] was the ideal faculty member to engage as the interim Head of Theatre Studies while [REDACTED] was on sabbatical. Additionally, in my role as the Interim Director of Arts and Cultural Management, she has been a blessing to have as an Associate Director to help guide graduate students to greater success and to engage the affiliate faculty toward collaborative accomplishment.

[REDACTED], Former Program Director of the Arts and Cultural Management Program noted with regard to Ms. [REDACTED] role as Associate Director of ACM: [REDACTED] is high-functioning, generous, hard-working, and exceptionally professional educator who pitches in, is over-worked, and takes on more work than she should."

COMMITTEE SERVICE

24. Indicate significant committee service and contributions under the following headings:
 1) Unit/department, 2) College, 3) University and 4) National/International.

1) DEPARTMENT SERVICE:

Michigan State University Department of Theatre:

- Interim Head of Area/Theatre Studies, 2017
- Michigan Educational Theatre Association Playwriting/Screenwriting Judge, 2013
- Michigan Interscholastic Forensic Association Regional Competition Judge, 2013
- Kennedy Center American College Theatre Festival Responder, 2012/2013
- Season Selection Committee, 2012/2013 – present
- Faculty mentor for Society of Performing Artists and Managers, 2012/2013
- Faculty mentor for Spartan Public Outreach Team, 2012/2013 – present
- Undergraduate Grievance Committee, 2012/2013 – present

2) COLLEGE SERVICE:

Michigan State University College of Arts and Letters:

- Citizen Scholars Advisory Board, 2017
- MAEIA Assessment team reviewer, 2015 & 2016

3) UNIVERSITY SERVICE:

Michigan State University

- MSU Cultural Engagement Council Rep, MSU, 2012/2013, 2013/2014

25. Participation in professional associations/organizations/committees/societies.

<u>Name of Society/ Organization</u>	<u>Office & Committee Assignments</u>	<u>Meetings Attended (Year)</u>	<u>Check if on Program</u>
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PROFESSIONAL MEMBERSHIPS:

- American Alliance of Theatre and Education: Youth Theatre Network (AATE)
- Dramatists Guild
- Educational Theatre Association (EdTA)
- NYC Arts in Education Roundtable

26. List other professional development activities including attendance at conferences, workshops and seminars, enrollment in a degree granting program, etc.

PROFESSIONAL DEVELOPMENT/ADDITIONAL INFORMATION

- The Teacher/Teaching Artist Relationship, Wharton Center for the Performing Arts, 2017
- Arts & Cultural Management at the University, ATHE, 2016

27. List awards and/or honors received.

AWARDS & RECOGNITIONS:

- 2014-2015 Service-Learning and Civic Engagement Award Winner
- 2017 College of Arts and Letters Community Partner Award Winner

28. Summarize any other significant contributions which have not been covered elsewhere.

N/A

29. Attach copies of internal letters of recommendation and letters of external peer review.

Please complete this form and attach it to all requests to establish a specialist position.

1. Specify minimum level of formal education and work experience or other qualifications required to meet the performance standards associated with this position.

Education (degree(s) and discipline or field of study): Master of Arts - Teaching K-12 Theatre; Bachelor of Arts - Theatre and Interpretation, English

Experience (number of years and type): 15 years experience to include Dev. Associate: Lincoln Center, , Asc. Dir. of Education: Lincoln Ctr, Asc. Producer: NewBourne Prods & Asc: Mad Monkey Inc.

2. For outreach duties, specify the information being transferred and the audience: Education/outreach with communities and organizations; lead & coordinate engagement and performance tour activities with community and MI schools; liaison with foundations/organizations associated with Arts and Humanities; and coordinate 4th Wall Theatre & Autism Alliance of Michigan.

The following questions apply to the current academic year:

3. For teaching duties, specify whether: ☒ Credit ☒ Non-credit ☐ On-campus ☐ Off-campus
If credit, specify course number and number of credits THR 421, 422 and AL 271, 462, 464, 467 (all 3 credits)
4. For research duties, is the person in this position specified as the principal or co-principal investigator on a research grant or contract? ☐ Yes ☒ No

PLACEMENT GUIDELINES (Use when listing duties and responsibilities on back of this form.)

1. TEACHING/ADVISING/CURRICULUM DEVELOPMENT

Teaching specialists provide instruction for credit courses. Teaching and related class preparation, grading, student evaluation, etc., are substantial and continuing dimensions of ongoing responsibilities (i.e., occupying at least 30% of the time). These specialists are the instructors of record or teach portions of courses on a regular basis entailing the time commitment referenced above. Occasional teaching assignments cannot satisfy assignment to this specialist category.

Advising specialists devote the preponderance of their time (50%+) to advising students on course selection, degree requirements, majors, etc., and/or to other instructional activities, e.g., tutoring, interpreting for students with disabilities or bilingual students, advising on academic developmental needs, and developing instructional strategies to assist academic progress. Advising may include career counseling, but this is incidental to the major focus of course and curriculum advice.

Curriculum development specialists provide content-related support to course, curriculum and/or instructional development activities. At least 30% of time must be devoted to these activities to satisfy assignment to this specialist category.

Beyond the assignments referenced above, time may be spent on research, administration, outreach, or other activities.

2. RESEARCH

Research specialists take a lead role on research projects, including developing grant proposals, and directing the research project with designation as principal investigator or performing position responsibilities which require a doctorate degree.

3. OUTREACH

Outreach specialists are responsible for disseminating the knowledge resources of the University to meet the knowledge needs of people outside the University.

Their work involves providing non-credit educational programs to off-campus students or client groups, including course development and presentation, and/or providing a linkage for those outside the University to identify and access faculty knowledge, resources, and research results. This can involve technology transfer which provides a linkage between external University publics and faculty research resources to help resolve complex technological issues and/or share technological or scientific knowledge. These duties must involve a time commitment of at least 30%.

In addition to these responsibilities, outreach specialists may be involved in proposal writing, resource identification, and data gathering. Outreach specialists also can be designated as principal investigators. They can be appointed through any college as part of the newly decentralized Lifelong Education program or through a college which has technological/research resources to share with the outside public.

DESCRIPTION OF DUTIES

Summarize the primary purpose of the position in a few sentences (i.e., why does the job exist?): Coordinate and oversee all activities that promote & engage THR/ACM/CAL with the community at agencies, education institutions, non-profit and community-based organizations; teach credit courses in Children's Theatre, Creative Dramatics and Arts and Cultural Management (including Internships).

List the duties and responsibilities of the position. Specify percentage of time devoted to each duty during the year and categorize each duty using this key: Tch = Teaching Credit Course; Adv = Advising; Cur = Curriculum Development; Rsc = Research; Out = Outreach Education or Technology Transfer; Oth = Other. Indicate particularly important duties and responsibilities by placing an asterisk (*) in the priority box. See front of form for placement guidelines.

EXAMPLES

	Tch	Adv	Cur	Rsc	Out	Oth	
#1 <u>25 %</u> Priority ☒				✓			Serve as a principal investigator to conduct research in the area of composite materials fabrication.

	Tch	Adv	Cur	Rsc	Out	Oth	
#2 <u>30 %</u> Priority ☐					✓		Provide in-service education programming for teachers and staff throughout the state.

	Tch	Adv	Cur	Rsc	Out	Oth	
#1 <u>40 %</u> Priority ☒	X						Teach credit courses (2-2 load) for THR (1/yr) and ACM (3/yr) and non-credit workshop/special topics courses to provide community connections and opportunities for Arts & Hum students.
#2 <u>5 %</u> Priority ☐		X					Provide academic & professional advising for ACM minors regarding academic progress, service learning, and career planning.
#3 <u>10 %</u> Priority ☐			X				Curriculum Development for expansion of online education for ACM and enhancement of Children's Theatre and Creative Dramatics curriculum and related performance opportunities.
#4 <u>10 %</u> Priority ☐				X			Develop and maintain professional effectiveness in research and/or creative activity including Theatre and Autism, Children's Touring Productions and mentorship of Spartan Public Outreach Team.
#5 <u>35 %</u> Priority ☐					X		Supervision of ACM students through 40-hour experiential learning requirement. Foster connections with community, agencies, corporations, and nonprofits surrounding education and outreach.

% TOTAL Tch 40% Adv 5% Cur 10% Rsc 10% Out 35% Oth %

USE ADDITIONAL PAGES IF NECESSARY