

The Department of Visual Arts & Art History Guidelines for Annual Report and Evaluation (Approved by the Department April 3, 2017):

Process and Procedures of Annual Report and Evaluation:

Each faculty member's annual evaluation will be based on performance in the areas of instruction and account the difficulty of a faculty

member's assignment, while also reflecting the criteria for evaluation listed in this document. Each evaluation will be conducted objectively and in relation to these guidelines. Faculty performance will never be assessed by way of comparing the performance of one faculty member to another. The standards of the department reflect not only the best practices of comparable academic institutions, but also those established by relevant national professional organizations. Attention to these criteria and standards is constant, and review and potential revision are performed regularly.

Criteria for Evaluation:

The department affirms the importance of professional commitments to teaching, creative and scholarly activity, and service. It assumes that its faculty will strive for excellence in each category, while recognizing that only rarely will an individual attain equal distinction in all three. Overall excellence may be characterized by different degrees of achievement in each area of professional activity according to the guidelines established by the university for each academic rank. The department affirms that, while a baseline of accomplishment in each area must be achieved, overall excellence may be defined in a variety of ways, and there are multiple pathways to annual excellence, as well as to promotion. Faculty should include information in the annual report that provides context for each year's individual professional accomplishments, while also illustrating the larger trajectory of multi-year projects and works in progress. Information may also be provided that gives additional detail about applications submitted, and this will be taken into account when evaluating the faculty member's professional activity. Faculty members have the option to include in the annual report one or more narratives that provide succinct and meaningful context and clarification of the year's professional activities. These optional narratives are encouraged for tenure-track Assistant Professors, for whom these statements could form the basis of the narrative documents that are necessary during the processes of third year review and tenure and promotion.

Relationship between Annual Review and Promotion and Tenure:

The department recognizes the importance of annual assignment, report, and evaluation in the assessment of each faculty member's professional activity. While these documents focus on annual progress, the department acknowledges that multi-year reviews reflect both the annual progress and cumulative progress of a candidate. Tenure and promotion

evaluations are not merely based on an average of the assessments from a candidate's annual reviews. The promotion decision legitimately may consider the degree to which the candidate's research, scholarship, and creative activities are a cumulative series of projects rather than a set of unrelated products. It may consider efforts toward and rates of improvement in instructional performance. It may consider how each year's accomplishments are related to the previous year's activities. It may consider demonstrable progress made on multi-year projects. Promotion decisions may look at patterns of activity that are not evaluated annually. Evaluation for promotion and tenure is not based on a simple numerical averaging of annual reports, but reflects progress over many years. Therefore, annual reviews in the Department of Visual Arts & Art History will be considered in terms of both the yearly and the cumulative pattern of a candidate's accomplishments.

INSTRUCTION:

CRITERIA AND STANDARDS OF ACHIEVEMENT:

A teaching portfolio should reflect continued development of content and methodology in one's own area of expertise as well as fostering initiatives that advance and disseminate pedagogies. Student Perception of Teaching scores are accepted as an important means of evaluating the candidate's teaching abilities. These scores should be considered in the context of departmental and college means, as well as the appropriateness of standard SPOT score categories to the specifics of the individual course under consideration. These scores should also be considered in the context of whether each course is lower-division, upper-division, or graduate; whether or not each course is required; and whether each course is a new preparation for the candidate. The multi-year trajectory of a candidate's SPOT scores will also be considered. Peer reviews of teaching, conducted by senior colleagues, are also important measures of a candidate's teaching effectiveness. A candidate whose record indicates difficulty in teaching must document the steps that have been taken to address these difficulties, and the record must reflect, through student evaluations, peer evaluations and teaching enhancement activities, that improvement has occurred.

ACTIVITIES AND INDICATORS OF EXCELLENCE:

The indicators of a faculty member's excellence in teaching may include, but are not limited to:

- Knowledge of subject matter, from both its traditional and contemporary perspectives

- Quality of course material as evidenced in syllabi, handouts, and other relevant materials

- Ability to communicate subject matter in ways that engage and motivate students

- Ability to mentor students effectively

- Guest lectures in other courses

- Integration of relevant and credible guest lectures in one's own courses

- Development and/or significant revision of courses and/or curricula

Presentation of creative work as determined by respected indicators, including relevance and/or prestige of venue and/or awards and other professional recognition

Articles and/or other publications relating to pedagogy in peer-reviewed publications or other credible venues

Publication of chapters in edited collections, textbooks, catalogues (with museum catalogues, especially for major exhibitions, having more importance than a gallery catalogue or other, more ephemeral publication)

Publication of entries in major reference books in the field, for example, dictionary and encyclopedia entries in art or architecture, or other teaching-related publications of demonstrable originality and value to the discipline

Publication in credible, on-line or other electronic publications of scholarly work that would fit the categories outlined above according to the same standards for peer review

Critical review and/or response to the faculty member's books and/or creative work in credible publications and/or by prominent scholars or critics

Engagement in and completion of a research project focused on art work and/or other materials of cultural heritage or archival work at museums, libraries and other repositories of the same

Professional consulting in the area of one's discipline that results in similar publication and/or research outcome to independent research

Presentation of a juried paper at a professional conference

Invited public lecture and/or workshop at a museum, college, university, or other credible venue

Research in progress will warrant consideration for all candidates, especially in the case of extended, multi-year projects, including the presentation of manuscripts according to established college and university guidelines. Candidates for promotion and tenure and faculty in their regular, annual evaluation should state clearly any particular circumstances regarding the completion and/or distribution of a multi-year project or publication. In some situations, market forces impact a candidate's research agenda. Candidates should explain these circumstances where appropriate, and committees should take these market forces into consideration during their assessment of the application. The department also recognizes the changing nature of the arts and of academe, which continue to emphasize concrete publications, while relying increasingly on electronic venues for the dissemination and preservation of knowledge.

EXCEPTIONAL:

A rating of Exceptional reflects an outstanding level of achievement in assigned research. The faculty member's research activities are intensely relevant, active, and rigorous, as demonstrated through a combination of accomplishments. These activities demonstrate that the research has been vetted through peer-review and that the research is reaching and engaging an audience beyond the local and regional level.

OUTSTANDING:

A rating of Outstanding reflects demonstrable level of achievement in assigned research.

Future progress in this category is expected and a performance improvement plan will be developed to clarify standards and set a timetable for remediation.

UNSATISFACTORY:

A rating of Unsatisfactory reflects an egregious failure to meet expectations in assigned service. Significant improvement is urgently required and a performance plan will be developed to clarify standards and set a timetable for remediation. Sanctions may be imposed if these standards and/or timetable are not met.

Mentoring and Improvement Plans:

Assistant Professors are encouraged to work closely with their faculty mentor(s) and the Chair to establish a clear, cohesive, and rigorous professional agenda, including instruction, research, and service activities and goals. A planning process that addresses both annual and multi-year progress is encouraged. Annual and multi-year professional activity plans and reports may be used to guide discussion of annual assignment, report, and evaluation. Faculty members who are evaluated as having performed at the level of satisfactory or lower in any area during any year are encouraged to work with their faculty mentor(s) and the Chair to construct an improvement plan. This plan is an optional and non-binding course of action that will assist the faculty member in meeting departmental and institutional standards of excellence in the area(s) of concerns. This improvement plan is encouraged for Assistant Professors and is an option for faculty members at all levels.