

## 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, research, and service according to the criteria for these three areas enumerated in this document and in the guidelines for promotion and tenure. Annual assignments in the Department of Visual Arts & Art History should reflect the need for faculty to have the opportunity to perform successfully in each of these three areas. Faculty members must organize, assemble, and submit their annual report materials in accordance with college and university guidelines. Annual report materials must be forwarded to the Chair promptly and in their final form. Evaluations will take into 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

- Collaborative interdisciplinary projects related to instruction or pedagogy
- Successful grant funding for teaching proposals and/or other pedagogical activities
- Teaching awards and/or other honors
- Internship and directed independent study supervision
- Membership on thesis and dissertation committees
- Teaching enhancement activities
- Successful integration of teaching and research or teaching and service in ways that benefit students

**EXCEPTIONAL:**

A rating of Exceptional reflects an outstanding level of achievement in assigned instruction as evidenced by extraordinary instructional outcomes or a combination of strong instructional outcomes and extraordinary commitment to formal instructional improvement. The faculty member performs well beyond the expectations of the assignment, including mentoring of undergraduate and/or graduate students through directed independent study, thesis, and other research projects.

**OUTSTANDING:**

A rating of Outstanding reflects demonstrable achievement in assigned instruction as evidenced by strong instructional outcomes or a combination of good instructional outcomes and strong commitment to formal instructional improvement. The faculty member performs above the expectations of the assignment, including some mentoring of undergraduate and/or graduate students.

**GOOD:**

A rating of Good reflects achievement in assigned instruction as evidenced by good instructional outcomes or a combination of some problematic instructional outcomes and strong commitment to formal instructional improvement. The faculty member meets but does not exceed the expectations of the assignment.

**NEEDS IMPROVEMENT:**

A rating of Needs Improvement reflects weak performance in assigned instruction. The faculty member does not meet the expectations of the assignment. 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 instruction. 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.

## **RESEARCH:**

### **CRITERIA AND STANDARDS OF ACHIEVEMENT:**

#### **Studio Art:**

Studio artists are expected to establish and develop a professional identity through exhibition and/or publication of their work in credible regional, national and/or international venues. These venues will be defined by the rigor of the vetting process and the scope of the audience, as opposed to mere geographical location, and venues in proximity to the university may also be considered national or international venues. Candidates for tenure and/or promotion are encouraged to engage in a range of activities in support of the dissemination of their scholarly and creative activity. These may include prolific productivity, growth and evolution of the work, exploration of new structures and ideas, indications that the work is responsive to current discourse, and development of continued and sustained projects over extended periods of time. Completed and continuing work is relevant in the assessment of a candidate's record. The question of an appropriate number of exhibitions/publications is difficult and dependent on the nature of the work, as well as the significance of each individual exhibition/publication venue. The department acknowledges the shifting landscape of contemporary visual arts, and the department affirms the fact that the nature of creative activity and scholarly excellence will change across time and context.

#### **Art History:**

Art historians are expected initially to establish and develop a professional identity and then to maintain an active role in their field through scholarly activity resulting in publication and/or other forms of research at regional, national and/or international levels. These levels will be defined by the rigor of the vetting process and the scope of the audience, as opposed to mere geographical location, and venues in proximity to the university may also be considered national or international venues. Candidates for tenure and/or promotion are encouraged to engage in a range of activities that support the dissemination of their work and engagement with historical issues and/or current discourse. The development not only of discrete projects of limited duration but also sustained projects over extended periods of time is encouraged. Completed and continuing work is relevant in the assessment of a candidate's record. Questions of scale and quantity in the evaluation of publications are dependent on the nature of the work, as well as the significance of each individual publication venue. The department acknowledges, given the multi-faceted character and disciplinary inter-relations of art history, as well as the shifting landscape particularly of contemporary visual arts, that the nature of creative activity and scholarly approach will change across time and context.

### **ACTIVITIES AND INDICATORS OF EXCELLENCE IN STUDIO ART:**

Each faculty member is expected to create a coherent agenda of creative research encompassing activities that include but are not limited to:

- Active record of exhibitions, including peer-reviewed exhibitions (curated, juried, and invited), public or private commissions and client-based practice, professional competitions, and/or web-based peer-reviewed projects

- Quality of creative work as determined by respected indicators, including prestige of publication venues and/or awards and professional reputation of curators and/or reviewers
- Critical review of the faculty member's creative work in credible publications and/or by prominent critics
- Articles and/or reviews authored by the faculty member and published in peer-reviewed publications
- Articles and/or other publications relating to pedagogy
- Publication and/or professional projects that resemble those traditionally associated with the field of art history (as listed below)
- Presentation of a juried paper at a professional conference
- Invited public lecture and/or workshop at a museum, college, university, or other credible venue
- Chairing a session at a professional conference
- Organizing a professional panel discussion and/or public symposium
- Serving on the editorial board of a professional journal
- Creative work awards, residencies, fellowships, and/or successful grant funding for creative research proposals
- Curatorial and/or editorial projects that result in exhibitions and/or publications
- Invitations to serve as an exhibition consultant or curator
- Participation in workshops and/or courses to enhance professional knowledge

#### ACTIVITIES AND INDICATORS OF EXCELLENCE IN ART HISTORY:

Each faculty member is expected to create a coherent agenda of research and scholarly activity encompassing activities that include but are not limited to:

- Publication of scholarly books as an author or co-author (role to be defined clearly by faculty member at the time of evaluation) with reputable presses and with the quality of the work evaluated by editorial boards or reviewers in the field
- Publication of scholarly work in peer-reviewed and nationally or internationally distributed journals
- Publication as a contributor to a volume of collected scholarship
- Publication of scholarly reviews either of existing publications or scholarly themes

- 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
- Chairing a session at a professional conference
- Organizing a professional panel discussion and/or public symposium
- Work as an editor and/or on the editorial board of a scholarly publication in the field of art history
- Awards, residencies, fellowships, and/or successful grant funding for research proposals
- Invitations to serve as an exhibition consultant or curator
- Participation in workshops and/or courses to enhance professional knowledge
- Invited or other regular testimony before legislative bodies, grant review panels or other organizations, when these activities relate directly to the candidate's scholarly area

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. The faculty member's research activities are somewhat 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 at the local and regional level.

**GOOD:**

A rating of Good reflects some achievement in assigned research. The faculty member's research activities may be ongoing, though there may be little evidence that the research has been vetted through peer-review and/or that the research is reaching and engaging an audience.

**NEEDS IMPROVEMNT:**

A rating of Needs Improvement reflects a lack of production in the research area. The faculty member does not meet the expectations of the assignment. 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 the research area. 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.

**SERVICE:**

#### CRITERIA FOR EVALUATION:

Service to the university and its students is an integral part of professional activity. Professional and public service are also measures of professional excellence. Affiliation with and activity in professional organizations and other networks of academicians and professionals is integral to professional growth.

#### ACTIVITIES AND INDICATORS OF EXCELLENCE:

Service activities may include, but are not limited to:

- Student advising, supervision of student organizations and/or student-organized exhibitions and/or publications
- Significant contributions to department, college, and university committees
- Assigned administrative responsibilities, to the extent that they are relevant for consideration under current college and university guidelines
- Active participation in professional organizations, including service on committees
- Election or appointment to office within a professional organization
- Service within the community, including city, county, or state committees or boards concerning activities related directly to the candidate's scholarly area
- Invitation to serve as an exhibition judge or juror

#### EXCEPTIONAL:

A rating of Exceptional reflects an outstanding level of achievement in assigned service and/or extraordinary commitment in service to the department, institution, profession, and community. The faculty member performs well beyond the expectations of the assignment, taking initiative and/or providing leadership in the completion of service activities.

#### OUTSTANDING:

A rating of Outstanding reflects demonstrable level of achievement in assigned service and/or commitment to service to the department, institution, profession, and community. The faculty member performs above the expectations of the assignment.

#### GOOD:

A rating of Good reflects adequate performance in assigned service and/or minimal commitment to the role of service to the department, institution, profession, and community. The faculty member meets but does not exceed the expectations of the assignment.

#### NEEDS IMPROVEMENT:

A rating of Needs Improvement reflects weak performance in assigned service and/or no commitment to the role of service to the department, institution, profession, and community. The faculty member does not meet the expectations of the assignment.



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.