Emerging Media and Digital Art Faculty Performance Expectations

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level.

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member's performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member's appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank, however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

Minimum Promotion and Tenure Performance Requirements

	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1 (3 year extendable appt.)	1	1	
SR Instructor 2		2 — OR —	
	1		1
Associate	2	1	
Tenure	1	2 — OR —	
	2		1
Professor		3 — OR —	
	1	1	1

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Teaching Performance Levels

Acceptable	Preferred	Exceptional
Student evaluations ●Rate instructor's teaching effectiveness "very good" or higher (see section 5.260)	**Student evaluations** ●Rate instructor's teaching effectiveness at or near "outstanding" (see section 5.260)	**Student evaluations** ●Rate the instructor's teaching effectiveness well into the "outstanding" category (see section 5.260)
Classroom Instruction ●Evidence of a commitment to improve instruction, such as o Professional development activities that impacted instruction o Work with colleagues that impacted instruction ●Evidence of effective practices, such as o Reflection and self-improvement o Engaging teaching methods o Providing meaningful classroom experiences	**Classroom Instruction** ●Evidence of a commitment to improve instruction (see acceptable column) ●Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues	**Classroom Instruction** ●Recognized by colleagues as a highly skilled and knowledgeable instructor ●Models excellent teaching ●Demonstrates attention and responsiveness to student needs
Curricular Development ●Integrates courses into departmental programs, such as o Effectively prepares students for subsequent courses o Effectively builds on students prior learning o Effectively addresses dept'l learning outcomes	**Curricular Development** ●Beyond integrating courses into departmental programs (see acceptable column), also is an effective partner in curricular and program design and delivery	**Curricular Development** (see preferred column)
Departmental Needs ●Cooperates with program faculty in meeting departmental loading needs	**Mentoring** ●Actively involved in some student mentoring activities **Departmental Needs** (see acceptable column)	**Mentoring** ●Significant student mentoring activities (either in quantity or quality of work with students) ●Mentors colleagues to develop their instructional abilities (assessment, curricular design, effective delivery, etc.) **Departmental Needs** (see acceptable column)

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Service Performance Levels

Acceptable	Preferred	Exceptional

Departmental Service
● Active participant in dept'l work:
  o Advising students in dept'l programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other advising related activities
  o Effective contributor on his/her fair share of dept'l committees
  o Effectively carrying out his/her fair share of individual dept'l tasks
 	
University/Professional Service
● Some activity beyond department or program (e.g. serve on active University committee most years under review). Active service in professional organization or capacity may substitute for a University committee.
	Departmental Service (see acceptable column)
	
	University/Professional Service
	● University service on active committees (at least one committee every year under review, more if committee(s) is not very active). Active service in professional organization or capacity may substitute for a University committee.
	
	● Effective partner in accomplishing assignments
	
	Leadership
	● Some documentable accomplishment in a leadership role at the departmental, institutional or professional level during period under review (department chair, program coordinator, faculty program director, chair active committee, lead taskforce, significant individual task, etc.)
		Departmental Service (see acceptable column)
		
		University/Professional Service (see preferred column)
		
		Leadership
		● Recognized as a faculty leader on campus
		
		● Served in multiple leadership roles
		
		● Significant accomplishments at the institutional level as a faculty leader (either multiple committees or taskforces, as a program director, as a department chair, or other significant leadership responsibilities resulting in multiple documentable achievements that furthered the institutional mission)

Scholarship Performance Levels

Acceptable	Preferred	Exceptional
Originality ● Demonstrate ongoing professional growth and recognition in venues recognized as significant by art/media communities relevant to the faculty member's medium and aesthetic affiliation. **Meaningfulness** ● Work contributes to the discipline as demonstrated by: citations by other artists, scholars, or press; other forms of public impact; receiving external funding or awards; and/or repeat exhibition of works. **Review** ● Review at private galleries, alternative galleries, cooperative galleries, temporary art spaces, or alternative venues with local or regional impact. **Dissemination** ● Produce a significant solo, significant group exhibition or a significant commissioned piece - Exhibit in at least one Invitational or Juried Competition Exhibition - Focus his/her art career at least on local and regional exhibitions - Contribute new artworks to the biennial faculty exhibitions.	**Originality** ● Demonstrate ongoing professional growth and recognition in venues recognized as significant by art/media communities relevant to the faculty member's medium and aesthetic affiliation. **Meaningfulness** ● Work has an impact on the discipline as demonstrated by: citations by other artists, scholars, or press; other forms of public impact; receiving external funding or awards; and/or repeat exhibition of works. **Review** ● Review at private galleries, alternative galleries, cooperative galleries, temporary art spaces, or alternative venues, or university galleries with regional or national impact. **Dissemination** ● Produce a significant solo, significant group exhibition or a significant commissioned piece - Exhibit in at least one Invitational or Juried Competition Exhibition - Focus his/her art career at least on local and regional exhibitions - Contribute new artworks to the biennial faculty exhibitions.	**Originality** ● Demonstrate ongoing professional growth and recognition in venues recognized as significant by art/media communities relevant to the faculty member's medium and aesthetic affiliation. **Meaningfulness** ● Work has a significant impact on the discipline as demonstrated by: citations by other artists, scholars, or press; other forms of public impact; receiving external funding or awards; and/or repeat exhibition of works. **Review** ● Review at private galleries, alternative galleries, cooperative galleries, temporary art spaces, or alternative venues university galleries and private or public museums with national or international impact. **Dissemination** ● Produce two significant solo, significant group exhibitions or significant commissioned pieces - Exhibit in at least three Invitational or Juried Competition Exhibitions - Focus his/her art career on national and/or international exhibitions - Contribute new artworks to the biennial faculty exhibitions.

Commentary on Scholarship Levels:

Emerging Media and Digital Art (EMDA) faculty are expected to maintain a strong research/exhibition record and professional relationships in the field. A faculty member's primary scholarly focus can range from the production of art and/or media, to written scholarship in a wide variety of related fields, to emerging hybrid forms of digital scholarship and production. It is expected that the faculty member will engage in continual production of new work. Documented evidence of work can be demonstrated through publication, exhibitions, installations, performances, residencies, commissions, or other events relevant to one's practice. Repeated exhibitions may demonstrate the possible posterity and meaningfulness of works of art. As their career reputation ascends from emerging media artist/scholar (Assistant Professor) to mid-career media artist/scholar (Associate Professor) to prominent media artist/scholar (Full Professor), a faculty member's curriculum vita is expected to evidence the progression. Critical reviews and invitations to exhibit reflect positively on the faculty member's career. Collaborative research and production are valued methodologies.

Additional ways EMDA faculty typically demonstrate scholarship in their field include: writing and presenting on art and/or media; cultivating community/industry partnerships or research projects; presenting at regional, national or international conferences; receiving external funding or awards; presenting as a visiting artist, giving gallery talks, etc.; serving as a juror for grants or exhibitions; curating conferences/shows/exhibitions. Typical ways that faculty demonstrate professional development include attendance/participation in workshops/seminars relevant to their area of expertise.

In the evaluation of a faculty member's performance, consideration should be given to the nature of the work being created, acknowledging that the degree of precision, technical involvement, and/or scope of a work of art, media, or research will affect the quantity produced. Quantity will not be encouraged at the expense of quality. It is understood within the department that research can vary widely, that some venues may hold more prestige than others, and that research may develop or be limited due to a variety of circumstances. The intent here is that faculty strive for the highest attainment and / or productivity and present their research off campus. The below criteria are not meant in any way to be exhaustive or limiting.

Within EMDA, originality is an expected norm. The creation of new work may reference or borrow existing materials so long as the final product presents an innovative perspective. Collaborative work is a normal and encouraged practice of many faculty members and should not be considered a degradation of originality in their work.

Typically the review process in EMDA is the process of acceptance at a venue. Additional forms of review, though far less common, include written reviews online or in print publications. For written scholarship. These forms of review should be considered above and beyond the expected norm.

Typical methods of disseminating art/media work include conferences, showings, performances, or exhibitions, as well as print or online catalogues. Typical methods of disseminating written scholarship include publication of journal articles, book chapters, monographs, and online publications and sites. Faculty should aim for variety in the dissemination of their work.