

School of Art and Design

INSTRUCTION

V: EXCELLENT 4.6-5.0	IV: EXCEEDS EXPECTATIONS 3.6-4.5	III: MEETS EXPECTATIONS 2.6-3.5	II. NEEDS IMPROVEMENT 1.6-2.5	I. UNSATISFACTORY 1.0-1.5
<p>Content Knowledge -Superior depth and breadth of course content is clear in both lesson planning and delivery in all assigned courses. Materials presented are current and relevant.</p> <p>Teaching Effectiveness -Demonstrates expertise in course design and delivery (as seen in syllabi, assignments, peer review, and/or student evaluations.) -Demonstrates expertise and breadth in the use of instructional methods to communicate and deliver content such as lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations.) -Demonstrates a superior understanding of the needs of students to achieve learning outcomes per course (as seen in syllabi, peer review, and/or student evaluations.)</p> <p>Curricular Performance -Demonstrates superior understanding of the needs of regular program/area course review through development of new courses and regular self evaluation of current courses.</p> <p>Student Preparation -Demonstrates superior skill in creating and fostering a classroom environment conducive to learning, fairness, openness, and future success. -Demonstrates a superior ability and willingness to assist and mentor students academically and professionally</p>	<p>Content Knowledge -Depth and breadth of course content is clear in both lesson planning and delivery in all assigned courses.</p> <p>Teaching Effectiveness -Demonstrates proficiency in course design (as seen in syllabi, assignments, peer review, and/or student evaluations) -Uses instructional methods that consistently exceed discipline standards to communicate and deliver content and include some of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations) -Demonstrates an understanding of the needs of students to achieve learning outcomes per course (as seen in syllabi, peer review, and/or student evaluations.)</p> <p>Curricular Performance -Demonstrates understanding of the needs of regular program/area course review through development of new courses and regular self evaluation of current courses.</p> <p>Student Preparation -Demonstrates above average skill in creating and fostering a classroom environment conducive to learning, fairness, openness and future success -Demonstrates a above average ability and willingness to assist and mentor students academically and professionally</p>	<p>Content Knowledge -Depth and breadth of course content is present, satisfactory, and delivered clearly in either lesson planning and/or delivery in all assigned courses.</p> <p>Teaching Effectiveness -Demonstrates adequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations) -Uses instructional methods that adequately communicate consistently and deliver content using some of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations) -Demonstrates an understanding of, but not complete implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, adequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations.)</p> <p>Curricular Performance -Revises courses when encouraged by outside factors rather than self evaluation and student recommendation</p> <p>Student Preparation -Demonstrates average skill in creating and fostering a classroom environment conducive to learning, fairness, openness and future success -Demonstrates a minimal ability and willingness to assist and mentor students academically and professionally</p>	<p>Content Knowledge -Depth and breadth of course content is somewhat limited and is not delivered clearly in lesson planning and delivery in all assigned courses.</p> <p>Teaching Effectiveness -Demonstrates limited adequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations) -Uses instructional methods that somewhat adequately communicate consistently and deliver content using few of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student/peer evaluations) -Demonstrates a lack of understanding of, and incomplete implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, adequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations.)</p> <p>Curricular Performance -Minimal course revisions are evident and only when guided to do so by outside forces (curriculum and/or area committee, Director, Dean)</p> <p>Student Preparation -Demonstrates below average or minimal performance in creating and fostering a classroom environment conducive to learning, fairness, openness and future success -Demonstrates a below average ability and willingness to assist and mentor students academically and professionally</p>	<p>Content Knowledge -Depth and breadth of course content is limited and is not delivered in either lesson planning and/or delivery in all assigned courses.</p> <p>Teaching Effectiveness -Demonstrates inadequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations) -Uses limited instructional methods that communicate materials in a limited or inadequate manner (evidenced in syllabi and student and/or peer evaluations) -Demonstrates a lack of understanding of, and lack of implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, adequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations.)</p> <p>Curricular Performance -Refusal to revise courses as needed by the program</p> <p>Student Preparation -Does not create or foster a classroom environment conducive to learning, fairness, openness and future success -Demonstrates no ability and/or willingness to assist and mentor students academically and professionally</p>

PROFESSIONAL ACTIVITY

<p>V: EXCELLENT 4.6-5.0</p>	<p>IV: EXCEEDS EXPECTATIONS 3.6-4.5</p>	<p>III: MEETS EXPECTATIONS 2.6-3.5</p>	<p>II. NEEDS IMPROVEMENT 1.6-2.5</p>	<p>I. UNSATISFACTORY 1.0-1.5</p>
<p>Professional Activity</p> <p>-Actively engages in discipline-related scholarly activity that has significant, recognized impact in the professional community</p> <p>-Demonstrates a superior level of productivity consistent with the individual’s current rank and standards of the discipline.</p> <p>-Demonstrates superior level of professional success and recognition of the individual and institution including documented evidence of high profile scholarly activity, including, but not limited to: Exhibitions Publication in books, book chapters, journals, exhibition catalogs Media presence/exposure Acquisition in public collections Grants, fellowships, residencies, Visiting artist/workshop presentations, Conference presentations, Curatorial, editorial and jurying work</p>	<p>Professional Participation</p> <p>-Engages in discipline-related scholarly activity that has recognized impact on the professional community</p> <p>-Demonstrates a high level of productivity consistent with the individual’s current rank and standards of the discipline.</p> <p>-Demonstrates a high level of professional success and recognition of the individual and institution including documented evidence of high profile scholarly activity, including, but not limited to: Exhibitions Publication in books, book chapters, journals, exhibition catalogs Media presence/ exposure Acquisition in public collections Grants, fellowships, residencies, Visiting artist/workshop presentations, Conference presentations, Curatorial, editorial and jurying work</p>	<p>Professional Participation</p> <p>-Engages in discipline-related scholarly activity that has impact on the professional community</p> <p>Demonstrates an acceptable level of productivity that includes evidence of scholarly activity consistent with the individual’s current rank and standards of the discipline.</p> <p>-Demonstrates an acceptable level of professional success and recognition of the individual and institution including documented evidence of high profile scholarly activity, including, but not limited to: Exhibitions Publication in books, book chapters, journals, exhibition catalogs Media presence/ exposure Acquisition in public collections Grants, fellowships, residencies, Visiting artist/workshop presentations, Conference presentations, Curatorial, editorial and jurying work</p>	<p>Professional Participation</p> <p>-Minimally engages in scholarly activity.</p> <p>-Demonstrates a marginal level of productivity consistent with the individual’s current rank and standards of the discipline.</p> <p>-Demonstrates a marginal level of professional success and recognition of the individual and institution including documented evidence of high profile scholarly activity, including, but not limited to: Exhibitions Publication in books, book chapters, journals, exhibition catalogs Media presence/ exposure Acquisition in public collections Grants, fellowships, residencies, Visiting artist/workshop presentations, Conference presentations, Curatorial, editorial and jurying work</p>	<p>Professional Participation</p> <p>-Does not engage in scholarly activity</p> <p>Demonstrates an unacceptable level of productivity that includes little or no evidence of scholarly activity consistent with the individual’s current rank and standards of the discipline.</p> <p>-Demonstrates an unacceptable level of professional success and recognition of the individual and institution including documented evidence of high profile scholarly activity, including, but not limited to: - Exhibitions Publication in books, book chapters, journals, exhibition catalogs Media presence/ exposure Acquisition in public collections Grants, fellowships, residencies, Visiting artist/workshop presentations, Conference presentations, Curatorial, editorial and jurying work</p>

SERVICE

<p>V: EXCELLENT 4.6-5.0</p>	<p>IV: EXCEEDS EXPECTATIONS 3.6-4.5</p>	<p>III: MEETS EXPECTATIONS 2.6-3.5</p>	<p>II. NEEDS IMPROVEMENT 1.6-2.5</p>	<p>I. UNSATISFACTORY 1.0-1.5</p>
<p>Service</p> <p>Demonstrates strong leadership and engagement in area, school, college, and university service that leads to measurable improvements/enhancements.</p> <p>Demonstrates significant leadership activity in service to the profession including, but not limited to: active engagement with professional organizations; holding office in professional organizations; service activities utilizing discipline specific knowledge or experience.</p> <p>Participates in community activities with skills knowledge or experience that enhances the event and the unit’s profile.</p> <p>Takes a leadership role in, and has a significant impact on, student recruitment and retention. Participated in four or more recruitment and retention activities.</p>	<p>Service</p> <p>Demonstrates leadership and engagement in area, school, college, and university service that leads to measurable improvements/enhancements.</p> <p>Demonstrates leadership activity in service to the profession including, but not limited to: Active engagement with professional organizations; service on state, local or community boards.</p> <p>Participates in community activities that with skills knowledge or experience that enhances the event and the unit’s profile.</p> <p>Actively engages in, and has a positive impact on, student recruitment and retention. Participated in four or more recruitment and retention activities.</p>	<p>Service</p> <p>Participates in area, school, college, and university service to enhance the quality of the school.</p> <p>Participates in service to the profession including, but not limited to: participation with professional organizations; participation in community service activities utilizing discipline specific knowledge or experience.</p> <p>Participates in community activities with discipline specific skills knowledge or experience</p> <p>Engages in, and has an impact on, student recruitment and retention. Participated in at least four recruitment and retention activities.</p>	<p>Service</p> <p>Minimal participation in area, school, college, and university service</p> <p>Minimal participation in service to the profession including, but not limited to: participation with professional organizations; participation in community service activities utilizing discipline specific knowledge or experience.</p> <p>Minimal participation in community activities.</p> <p>Demonstrates limited success on, student recruitment and retention. Participated in three or less recruitment and retention activities.</p>	<p>Little to no participation in area, school, college, and university service.</p> <p>Little to no participation in service to the profession.</p> <p>Little to no participation in community activities.</p> <p>Demonstrates no effort or success on, student recruitment and retention. Participated in one or less recruitment and retention activities.</p>