

DEPARTMENT EVALUATION DOCUMENT

Department/School of Art & Design

College of Arts & Sciences

Date of Last DED Revision: 12 - 19 - 2016

Date of Department Faculty Vote: November 10, 2023

Yes 17 No 2 Abstain 3

APPROVALS:

 11-13-23

Personnel Committee Chair (Date)




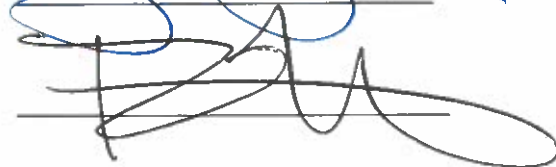
 11-13-23

Department Head/School Director (Date)

 11-14-23

Dean (Date)

APPROVED BY THE DEPARTMENT EVALUATION DOCUMENT STANDING COMMITTEE ON:

DEPARTMENT EVALUATION DOCUMENT

**Eastern Michigan University
School Of Art and Design**

October 2023

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EVALUATION

Each department shall conduct faculty evaluations using criteria, procedures and techniques specified in its Departmental Evaluation Document and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) Article XV. Faculty members in the School of Art and Design who were hired prior to 09/01/2021 in the School of Technology Studies have the option to follow the Tenure and Promotion standards as outlined in Appendix D, the 2011 School of Technology Studies DED. Faculty members who do not take the Research/Creative Activity Release and were hired prior to 09/01/2021 have the option to follow the Tenure and Promotion standards as outlined in Appendix E, the 2017 Art Department DED (According to Appendix A 2021: Research/Creative Activity Release of the 2021 Collective Bargaining Agreement).

I. CRITERIA

Candidates must satisfy all elements of the evaluation criteria provided herein as well as all terms and conditions of the EMU-AAUP Collective Bargaining Agreement. In case of conflict, the more stringent criteria shall apply.

II. APPOINTMENT STANDARDS

Each department shall conduct faculty evaluations using criteria, procedures and techniques specified in its Departmental Evaluation Document and the Agreement between Eastern Michigan University (EMU) and the EMU Chapter of the American Association of University Professors (AAUP) Article XV.

	ACADEMIC CREDENTIALS AND ADDITIONAL CRITERIA	EQUIVALENCIES OR EXCEPATIONS
PROFESSOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i> <i>Art Education: Ph.D. or Ed.D. in Art Education</i> <i>Art History: PhD in appropriate discipline</i>	
ASSOCIATE PROFESSOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i> <i>Art Education: Ph.D. or Ed.D. in Art Education</i> <i>Art History: PhD in appropriate discipline</i>	
ASSISTANT PROFESSOR	<i>Studio Art: MFA or terminal degree in appropriate discipline</i> <i>Art Education: Ph.D. or Ed.D. in Art Education</i> <i>Art History: PhD in appropriate discipline</i>	

III. REAPPOINTMENT AND TENURE STANDARDS

Rank at the time of initial appointment shall determine the evaluation schedule of a faculty member.

A. For Faculty Hired Before 9.01.2021

PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA in one & A in other
Service	A	

ASSOCIATE PROFESSOR

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA in one & A in other
Service	A	

ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	A
Service	A	A

INSTRUCTOR

Year	3	6
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA in one & A in other
Service	A	

B. For Faculty Hired After 9.1.2021 and for Faculty with the Research/Creative Activity Release

PROFESSOR

Year	2	3
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA
Service	A	A

ASSOCIATE PROFESSOR

Year	2	4
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA
Service	A	A

ASSISTANT PROFESSOR

Year	3	5
Evaluation	Full/R	Full/T
Instructional Effectiveness	A	DAA
Scholarly/ Creative Activity	advisory	DAA
Service	A	A

IV. PROMOTION STANDARDS

Faculty members who do not take the Research/Creative Activity Release and were hired prior to 09/01/2021 should use the following table.

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE	
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	<i>Same as Appointment Standards</i>	DAA	E in one and A in other		
			OR			
			E	A	A	
TO PROFESSOR	5 years as associate professor at EMU	<i>Same as Appointment Standards</i>	DAA	E in one and A in other		
			Or			
			E	A	A	
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA in one A in the other		
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA in one A in the other		

Faculty members hired after 09/01/2021 and for those hired prior to that time who take the Research/Creative Activity Release should use the following table

	YEAR ELIGIBLE	ACADEMIC CREDENTIALS	INSTRUCTIONAL EFFECTIVENESS	SCHOLARLY /CREATIVE ACTIVITY	SERVICE
FULL PROFESSOR SALARY ADJUSTMENT	10 years as full professor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA	DAA
			OR		
			E	DAA	A
			OR		
			DAA	E	A
TO PROFESSOR	5 years as associate professor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA	DAA
			OR		
			E	DAA	A
			OR		
			DAA	E	A
TO ASSOCIATE PROFESSOR	5 years as assistant professor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA	A
TO ASSISTANT PROFESSOR	2 years as instructor at EMU	<i>Same as Appointment Standards</i>	DAA	DAA	A

V. EVALUATION TECHNIQUES

A. Instructional Effectiveness

1. Data Collection Procedures

A. Narrative

The following outline should be used as a structure for writing the instructional effectiveness narrative. The outline is concisely organized into sections that cover core aspects of instructional effectiveness (curricular design, instructional delivery & engagement, and evaluation of outcomes).

Each section has matching criteria. In the narrative the applicant must give consideration towards each section and its corresponding evaluation criteria. Because this outline builds on interrelationships between sections it is important that the applicant develop familiarity with the full outline to understand how its

organization relates to clearly defined criteria as well as the natural inter-relationships between sections. If content has been covered in a previous section then that section may be referenced as evidence.

1. Curricular Design Overview

- a. List courses and number of times taught in the period being evaluated
- b. Describe your general approach to curricular design including:
 - i. Format of courses taught (online, studio, lecture, etc.)
 - ii. Course level(s) taught (i.e., major, non-major; upper, lower; undergrad, grad, etc.)
 - iii. How course materials/content are organized in relation to the specific objectives of each course taught

The following are the criteria for which you will be evaluated under this category of Curricular Design

- That the objectives of courses are clearly stated
- That courses cover appropriate content, with clear expectations in relation to course objectives

2. Instructional Delivery and Engagement

- a. How is course content presented to students (demonstrations, lectures, presentations, group work, student-centered learning activities, etc.) to facilitate student learning?
- b. How do materials (i.e. handouts, readings, etc.) support these modes of delivery as applicable?
- c. How do you create an environment that facilitates learning?
 - i. Describe your general approach to classroom management and student engagement
 - ii. What strategies do you employ to stimulate class discussion and student thinking?
- d. Relate to sections A1 Curricular Design Section A1 and A2 Instructional Delivery.

The following are the criteria for which you will be evaluated under this category of Instructional Delivery

- That instructional activities of the course are appropriate to stated objectives
- That there is agreement between announced objectives, learning experiences and evaluation of outcomes
- That the instructor creates a classroom environment that facilitates learning
- That the instructor invites questions and is willing and able to stimulate class discussion and student thinking

3. Evaluation of Student Performance

- a. Describe your general approach to the following evaluation techniques applicable to students' artifacts and performances
 - i. Projects, exams, written assignments, etc
 - ii. Presentations
 - iii. Critiques, student peer-to-peer evaluations, etc.
- b. Relate to sections A1 Curricular Design Section A1 and A2 Instructional Delivery A3 Engagement.

The following are the criteria for which you will be evaluated under this category of Evaluation of Student Performance.

- Evaluation criteria are clear, available to the students, and equitably applied
- That exams, projects, papers, performances, etc. are fair and complete, both as they cover content in a course and measure student competence in meeting course objectives
- Course outcomes are clearly aligned with learning experiences and stated objectives

B. Evaluations

This section should expand upon and/or give context to the student, peer and Department Head/School Director comments. Response may address approaches to effectively dealing with special circumstances such as class size, number of preparations and new courses. Reference and respond to the following evaluations.

1. Summary of student evaluations
 - a. Numerical
 - b. Written
2. Optional, if available, any Formal Peer and Department Head/School Director evaluations
 - In person
 - a. Organization of materials
 - b. Clarity of presentation
 - c. Demonstration
 - d. Rapport with students
 - Online
 - e. Organization and clarity of course content
 - f. Effective use of Student Assessment Methods
 - g. Rapport with Students/Methods of Student Engagement
3. Self Evaluation
 - a. Brief written reflection: Describe areas of instructional strength
 - b. Supporting artifacts: Include artifacts to support written reflection
 - c. Growth Opportunities: Identify any areas in which you would like to develop if given the time and resources

The following are the criteria for which you will be evaluated under this category of Evaluations.

- Addresses recurring and relevant student comments
- Optional, if available, addresses relevant peer and Department Head/School Director comments
- Provides a summary analysis of numerical data from student evaluation forms
- Demonstrates agreement between evaluation feedback and stated course objectives

C. Additional Responsibilities

Provide a brief description or listing of the following applicable duties.

1. Number of advisees and availability for advising
4. Regularly held office hours
5. Professional development activities (if applicable) related to instructional effectiveness
 - a. Attendance of routine local lectures, openings, or departmental workshops do not require documentation.
 - b. If the activity directly supports research in the area of teaching effectiveness, evidence must be provided
6. Activities/responsibilities performed as equivalency credit for a reduced teaching load
7. Graduate student engagement such as serving as a faculty mentor, on thesis committees, and meeting for extracurricular critiques.
8. Other teaching activities not directly tied to a course or counted under service including non-instructional release time.

The following are the criteria for which you will be evaluated under this category of Responsibilities.

- That the instructor be available for and committed to advising students
- That the instructor fulfills obligations to students by meeting classes and otherwise making him/herself available through office hours and conferences
- If applicable, teaching equivalencies duties/responsibilities are clearly stated

When pertinent, the following may be evaluated.

- Other efforts put forth by the instructor to improve his/her teaching effectiveness such as professional development activities
- Contributions made to graduate programs.
- Other contributions made to academic programs.

D. Appendix

The following items should be included in the appendix.

- Recent syllabi and course materials from the courses taught within the evaluation period
- Documentation of professional development activities and other responsibilities
- Copies of evaluations

2. Procedures of classroom visitation by peers and Department Head/School Director

The procedures shall be followed when conducting classroom visitations:

- All Full Evaluations (including Full Professional Performance Evaluations of tenured Faculty) must include classroom visitations by the Department Head/School Director and at least two members of the Personnel Committee. Responsibility for setting up classroom visitations rests with the parties doing the evaluations of the Faculty Member. Classroom visitations as a part of Full Evaluations occur after October 15, unless mutually agreed to by all parties involved.
- Each observer is to arrange with the member to be observed to choose mutually agreeable times for the classroom observation, and in advance of that meeting will furnish the observer with syllabi, assignments, rubrics, and other applicable materials.
- While observing the class and/or after the class has been observed, the observer will fill out the Classroom Visitation Evaluation form and the Teaching Effectiveness: Evaluation By Colleagues form in Appendix B.
- The observer will submit the evaluation forms to the appropriate committee. The reports from all the classroom visitors are to be added by the committee to the Instructional Effectiveness portion of the faculty members.
- The Department Head/School Director will also use the Classroom Visitation Forms from the Appendix.
- The Department Head/School Director and the faculty observers have 5 days to fill in the form and submit it to the observed faculty member.

For online courses:

For online courses the above procedures will be followed unless noted below:

- The observer is to arrange with the faculty member to be observed to provide access to course materials and course shell for online observation. At minimum the faculty member will furnish the observer with syllabi, assignments, rubrics, and other applicable materials.
- The observer will fill out the Classroom Visitation Evaluation for Online Courses form and the Teaching Effectiveness: Evaluation by Colleagues form in Appendix B.

3. Ratings

Exceptional (E): The applicant will receive a rating of Exceptional in Instructional Effectiveness when demonstrating excellence in all three of the categories in the Narrative Section A (Curricular Design Overview, Instructional Delivery and Engagement, and Evaluation of Student Performance), evidence excellence in Section B Evaluations, and demonstrate exceeding the responsibilities outlined in section C Other Responsibilities.

Distinctly Above Average (DAA): The applicant will receive a rating of Distinctly Above Average in Instructional Effectiveness when demonstrating excellence in two of the categories in the Narrative Section A, and competence in the other (Curricular Design Overview, Instructional Delivery and Engagement, and Evaluation of Student Performance), and evidence superior competency in Section B Evaluations, and demonstrate meeting the responsibilities outlined in section C Other Responsibilities.

Average (A): The applicant will receive a rating of average in Instructional Effectiveness when they evidence competency in two of the three categories in the Narrative Section A (Curricular Design Overview, Instructional Delivery and Engagement, and Evaluation of Student Performance), evidence competency in Section B Evaluations, and evidence meeting the responsibilities outlined in section C Other Responsibilities.

Below Average (BA): The rating of Below Average in Instructional Effectiveness is given to applicants who do not meet the standards listed above for Average.

B. Scholarly and/or Creative Activity

1. Data Collection Procedures

When a matrix is comprised of three rows, the weighting of scores is determined as follows:

High + High + High	=	High
High + High + Medium	=	High
High + High + Low	=	High, if row "C" scores High
High + High + Low	=	Medium, if row "C" scores Low
High + Medium + Medium	=	Medium
High + Medium + Low	=	Medium
High + Low + Low	=	Medium
Medium + Medium + Medium	=	Medium
Medium + Medium + Low	=	Medium
Medium + Low + Low	=	Low
Low + Low + Low	=	Low

When a matrix is comprised of two criteria, one of which is marked with an asterisk, the following applies:

High* + High	=	High
High* + Medium	=	High
High + Medium*	=	Medium
High* + Low	=	Medium
High + Low*	=	Medium
Medium* + Medium	=	Medium
Medium* + Low	=	Medium
Medium + Low*	=	Low
Low* + Low	=	Low

Should a given scholarly and/or creative activity fall outside of the provided matrix categories, it is possible to include the scoring of that activity by describing it and providing a rationale for deviating from the

matrices and explaining how it is scored. For activities being utilized for RCAR faculty must demonstrate how the activity meets the standards outlined under B.2. Research and Creative Activity Release.

For each exhibition or screening choose one of the following matrices: 1a, 1b, 2a, or 2b.

1a Exhibitions (including online and virtual)

	HIGH	MEDIUM	LOW
A. Type or nature	Solo or two-person exhibition	Juried or invitational group exhibition	Juried art fair, membership exhibition
B. Significance of venue*	<p>Research university main gallery/exhibition venue, or research university museum</p> <p>Venue with a strong international/national reputation within the discipline</p> <p>Traveling exhibition from one of the above</p>	<p>Non-research university, college, or community college main gallery/exhibition venue</p> <p>Research university auxiliary gallery/exhibition venue</p> <p>Venue with a modest international/national reputation and/or strong regional (multi-state) reputation within the discipline</p> <p>Traveling exhibition from one of the above</p>	<p>Venue with a modest regional reputation within the discipline and/or a primarily local reputation</p> <p>Cooperative or self-exhibition venue</p> <p>EMU affiliated gallery/exhibition venue</p>
** For exhibitions comprising more than one simultaneous venue and traveling exhibitions the rating should be based on the highest value venue			

1b Exhibitions (including online and virtual)

	HIGH	MEDIUM	LOW
A. Type or nature	Solo or two-person exhibition	Juried or invitational group exhibition	Juried art fair, membership exhibition

<p>B. Significance of venue</p>	<p>Research university main gallery/exhibition venue, or research university museum</p> <p>Exhibition venue with a strong international/national reputation within the discipline</p> <p>Traveling exhibition from one of the above</p>	<p>Non-research university, college, or community college main gallery/exhibition venue</p> <p>Research university auxiliary gallery/exhibition venue</p> <p>Exhibition venue with a modest international/national reputation and/or strong regional (multi-state) reputation within the discipline</p> <p>Traveling exhibition from one of the above</p>	<p>Venue with a modest regional reputation within the discipline and/or primarily local reputation</p> <p>Cooperative or self-exhibition venue</p> <p>EMU affiliated gallery/exhibition venue</p>
<p>C. Auxiliary activities or awards</p>	<p>First or second place award received, "choice" award received</p> <p>Sole subject of an exhibition review or critical essay in a reputable publication</p> <p>Participant in a venue-organized panel discussion</p> <p>Venue-organized lecture or artist talk</p> <p>Venue-produced catalog including multiple artwork examples and curatorial/critical text (not self-authored)</p>	<p>Third place or honorable mention received</p> <p>Extended mention in group exhibition review/critical essay in a reputable publication</p>	
<p>** For exhibitions comprising more than one simultaneous venue and traveling exhibitions the rating should be based on the highest value venue</p>			

2a. Screenings- time-based linear and non-linear (including online and virtual)

	HIGH	MEDIUM	LOW
A. Involvement	Creator/Co-Creator or Lead	Significant Contribution	Contributor
B. Significance of Venue*	International/Nationally important Festival/Conference or similar repute of venue	Regional/State Festival/Conference or similar repute of venue	Local Festival/Conference/open screening or similar repute of venue

2b. Screenings- time-based linear and non-linear (including online and virtual)

	HIGH	MEDIUM	LOW
A. Involvement	Creator/Co-Creator or Lead	Significant Contribution	Contributor
B. Significance of venue*	International/Nationally important Festival/Conference or similar repute of venue	Regional/State Festival/Conference or similar repute of venue	Local Festival/Conference / open screening or similar repute of venue
C. Auxiliary activities or awards	<p>First or second place award received, "choice" award received</p> <p>Sole subject of an exhibition review or critical essay in a reputable publication</p> <p>Participant in a venue-organized panel discussion</p> <p>Venue-organized lecture or artist talk</p> <p>Venue-produced catalog including multiple artwork examples and curatorial/critical text (not self-authored)</p>	<p>Third place or honorable mention received</p> <p>Extended mention in group exhibition review/critical essay in a reputable publication</p>	

3. Research/Creative activity featured/reviewed in publications (including print and online) **

	HIGH	MEDIUM	LOW
A. Nature or format	Book	Periodical/journal or long-format monthly/quarterly publication, catalog	Newspaper, newsletter, or short-format daily/weekly publication
B. Involvement	<p>Solo artist/subject featured</p> <p>Solo artist/subject in review, article, or interview</p>	<p>One of two artists/subjects featured</p> <p>One of two artists/subjects in review, article or interview</p>	<p>One of more than two artists/subjects featured</p> <p>One of more than two artists/subjects in review, article or interview</p>
C. Significance of publication	Publication with a strong international/national	Publication with a modest international/national	Publication with a modest regional reputation within

	HIGH	MEDIUM	LOW
A. Nature or format	Book	Periodical/journal or long-format monthly/quarterly publication, catalog	Newspaper, newsletter, or short-format daily/weekly publication
B. Involvement	Solo artist/subject featured Solo artist/subject in review, article, or interview	One of two artists/subjects featured One of two artists/subjects in review, article or interview	One of more than two artists/subjects featured One of more than two artists/subjects in review, article or interview
	reputation within the discipline	reputation and/or strong regional repute	the discipline and/or primarily local reputation
<p>**Self-publication (unless being counted as externally reviewed) cannot count towards this category ***Reblogged/linked content should only be counted once and scored using the original source.</p>			

4. Client work and commissions

	HIGH	MEDIUM	LOW
A. Role	Work done as an individual	Work done as part of a team	Work done as a consultant
B. Significance of client*	Client with national or international reputation or reach	Client with regional reputation or reach	Client with local reputation or reach

5. Grants

	HIGH	MEDIUM	LOW
A. Role or type of participation	Principal researcher or author of grant proposal	Member of research team or co-author or grant proposal	Editor
B. Amount awarded	The equivalent of more than \$25,000 US dollars	The equivalent of \$1,000 to \$25,000 US Dollars	Less the equivalent of \$1000 US Dollars

C. Scope and nature of the research or of the grant giving organization*	International, national or state organization	Local organization; Very competitive internal grant (fewer than 30% awarded)	Internal grant (More than 30% awarded)
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6. Residencies

	HIGH	MEDIUM	LOW
A. Significance of organization/program *	Organization/program with a strong international/national reputation within the discipline	Organization/program with a modest international/national reputation and/or strong regional (multi-state) reputation within the discipline	Organization/program with a modest regional reputation within the discipline and/or primarily local reputation
B. Role or type of participation	Invited, visiting, or master artist	Resident artist fully funded by residency	Resident artist partially funded or not funded by residency

7. Curated Exhibitions and/or Education Outreach (physical or online)

	HIGH	MEDIUM	LOW
A. Scope of exhibition	Exhibition with substantive content (aesthetic and/or intellectual) requiring significant time to organize and curate and/or develop and oversee its education outreach component	Exhibition with an organizational theme and content using local or regional resources or personal contacts and/or requiring modest time to develop and oversee its education outreach component	Exhibition of works by local or regional known artists requiring limited intellectual or organizational work and/or requiring modest time to develop and oversee its education outreach component
B. Involvement	Solo curator or leader of a curatorial team	One of two curators or a member of a curatorial team with significant contributions beyond that of other members	Part of a group of co-curators in which work was more or less equally distributed
C. Significance of venue**	Internationally or nationally recognized museum or exhibition venue, or similarly recognized academic or humanities institutions and organizations or professional association	Public university art gallery or a venue of similar scope such as a local museum or nationally recognized private gallery and/or hosted by a state or regional professional association	Local private gallery or in a space in public building not primarily intended for exhibiting artworks, such as a local library, office building or hosted by a local professional organization

** for exhibitions comprising more than one simultaneous venue, the rating should be based on the highest value venue
 ** for traveling exhibitions, the rating for each appearance of the exhibition should be based on the value of the current host institution or venue

8. Publications (paper and digital)

	HIGH	MEDIUM	LOW
A. Nature or format	Peer reviewed book or book chapter or peer-reviewed journal article, including peer-reviewed academic web journals**	Invited or non-peer-reviewed academic publication including web journals (includes published book reviews or refereeing a manuscript submitted to a professional publication)	Newspaper article, self-published article or book, pamphlet or brochure
B. Involvement	Single author, 1 of 2 authors, lead author of a journal article, main editor of a book or academic journal	1 of 3 or more co-authors, 1 of 3 or more co-editors	Reviewer, interviewer, commentator
C. Audience disseminated to	Reaching an international or national audience For manuscript reviews, a publisher or journal of international or national significance (single or multi discipline)	Reaching a regional audience For manuscript reviews, a publisher or journal of regional significance	Reaching a local audience For manuscript reviews, a publisher or journal of local significance

** Up to two substantive chapters from a single publication may be scored separately.

9. Conferences, Workshops, Presentations, and Artist Talks

	HIGH	MEDIUM	LOW
A. Significance of the organization or venue*	International, national, or regional multi-discipline; or international or national single discipline Venue with a strong international/national reputation within the discipline Invited speaker/presenter at a research university or significant school within the discipline	Regional single discipline or state multi-discipline or single discipline Venue with a modest international/national reputation and/or strong regional (multi-state) reputation within the discipline Invited speaker/presenter at a non-research	Any discipline related venue or organization with a modest regional reputation and/or a primarily local reputation

		university, college, or community college	
B. Role or type of participation	Speaker, presenter, workshop leader, or demonstrator	Panel member	Panel/discussion moderator, or invited discussant in a moderated public event or colloquy

10. Retraining and Professional Development

	HIGH	MEDIUM	LOW
A. Time involved (in attendance or equivalent)	more than 300 hrs	150-300 hrs	Less than 150 hrs
B. Nature of work or repute of institution	Graduate-level coursework Organization with national or international repute	Undergraduate-level coursework Organization with state or regional repute	Organization with local repute
<p>Prior to undertaking any professional activity for which credit may be sought, a Faculty Member shall submit a written proposal for preapproval to the School Director, and the PC&F Committee. Prior to undertaking any retraining for which credit may be sought, a Faculty Member shall submit a written proposal for preapproval to the School Director, the PC&F Committee, the CAS Dean, and the Provost. All proposals shall outline the activity's duration and projected benefits of the activity. If approved, the professional development and/or retraining, when completed, shall be evaluated to determine if it fulfills the criteria for such professional development or retraining.</p>			

11. Other Forms of Disseminated Scholarly/Creative Activity**

	High	Medium	Low
A. Role	Work done as an individual	Work done as part of a team	Work done to support others
B. Significance audience	Reaching the academic community at large, national or international audience	Reaching a regional audience	Reaching a local audience
C. Time Involvement	Activities that entail at least 32 hrs	Activities that entail between 16 - 31 hrs	Activities that entail up to 15 hrs
<p>** Including but not limited to special projects, research notes or illustrative materials, and other forms of educational and scholarly outreach/engagement</p>			

2. Research and Creative Activity Release

Eligibility

Faculty teaching solely traditional lecture/lab courses will be eligible for the Research and Creative Activity Release program. Faculty teaching 6-contact hour studio courses are not eligible.

Criteria

The expectation of the release is the completion of two major and one minor scholarly/creative activities over the previous five year evaluation period while also meeting a Scholarly/Creative activity rating of "Distinctly Above Average" (DAA), including the criteria listed under A. Studio Faculty, B. Art History Faculty, and C. Visual Art Education Faculty in section V.B.2 Ratings.

Faculty meeting these standards are eligible to receive the release over the next five year time period. Departments shall review all interested faculty for release eligibility using the usual PPE schedule.

Definitions

The following definitions are applicable to the criteria provided below.

"Scholarly/Creative activity" shall be defined as described in Article XV.B.2.b of the EMU/EMU-AAUP agreement; and,

"Disseminated" is defined as work that is presented to practitioners in the Faculty Member's discipline or a wider community as described in Article XV.B.2.a of the EMU/EMU-AAUP agreement; and,

"Documented" means that the dissemination of the Scholarly/Creative activity is producible in some form by practitioners in the discipline. This includes papers, recordings, scripts, playbills, photos, slides or other media that document the activity. The form in which scholarly/creative activity is "documented" can be department specific based on the best practices of the discipline.

Major Scholarly/Creative Activities

A major activity is one achieving a HIGH total score, assessed using the matrices provided under V. B.1 Data Collection Procedures. An activity achieving a HIGH total score meets all of the criteria for major activities outlined in the EMU/EMU-AAUP MOU resolving Grievance 2022-01. Specifically, it is:

- a) a scholarly/creative activity;
- b) disseminated external to EMU's community;
- c) documented; and,
- d) reviewed and accepted by an external-to-EMU organization of peers or practitioners within the discipline. The term "review" is specific to the best practices of each discipline. For scholarly work, this can include refereed or peer reviewed work; for creative activities, this can include acceptance of submitted work by reputable sources widely recognized in the discipline; and for applied research, this can include acceptance of submitted work by reputable organizations widely recognized in the discipline(s).

In addition to achieving a HIGH score using the provided matrices, grant activities must:

- a) involve scholarly/creative activity of a substantial nature in preparing the grant proposal itself where the Faculty Member is the primary author or co-author;
- b) document a new scholarly/creative activity within the proposal and its importance to the discipline or interdisciplinary area, the department, the college or University;
- c) be prepared and submitted to an external-to-EMU organization of international, national, regional (multi-state), or state recognition; and,

d) be funded.

Minor Scholarly/Creative Activities

A minor activity is one achieving a MEDIUM total score, assessed using the matrices provided under V. B.1 Data Collection Procedures. An activity achieving a MEDIUM total score meets all of the criteria for minor activities outlined in the EMU/EMU-AAUP MOU resolving Grievance 2022-01. Specifically, it is:

- a) a scholarly/creative activity;
- b) disseminated; and,
- c) documented.

In addition to achieving a MEDIUM score using the provided matrices, grant activities must:

- a) involve scholarly/creative activity of a substantial nature in preparing the grant proposal itself where the Faculty Member is the primary author or co-author;
- b) document the importance of the grant to the discipline or interdisciplinary area, the department, the college or University; and,
- c) be prepared for and submitted to an outside agency, whether funded or not.

3. Ratings

For the purpose of calculating ratings two mediums is the equivalent of one high and two lows is the equivalent of one medium. An unfactored high is a high that is not the result of the combination of two mediums.

A. Studio Art

Exceptional (E): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is at an exceptional level based upon the following scoring: 10 equivalent high factors. For faculty hired after 9.1.2021 who are eligible for the Research and Creative Activity Release and faculty hired prior to 9.1.2021 who are on Research and Creative Activity Release 2 unfactored highs and 1 medium are required as part of the 10 equivalent highs meeting the standards of 2 major activities and 1 minor activity as outlined above.

Distinctly Above Average (DAA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is at a very productive level based upon the following scoring: 8 equivalent high factors. For faculty hired after 9.1.2021 who are eligible for the Research and Creative Activity Release and faculty hired prior to 9.1.2021 who are on Research and Creative Activity Release 2 unfactored highs and 1 medium are required as part of the 8 equivalent highs meeting the standards of 2 major activities and 1 minor activity as outlined above.

Average (A): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is at a reasonably productive level based upon the following scoring. This is the minimum acceptable level of performance: 5 equivalent high factors.

Below Average (BA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary to achieve a ranking of average.

B. Art History

Exceptional (E): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a truly superior scholar and/or artist. To be awarded Exceptional in Scholarly and/or Creative Activity a total of 4 highs or greater, which must include at least 1 juried (peer-reviewed) publication (1 unfactored high from matrix B.2) and 2 conference presentations of national or international scope or regional multi-discipline scope (2 unfactored highs from matrix B.3). For faculty hired after 9.1.2021 who are eligible for the Research and Creative Activity Release and faculty hired prior to 9.1.2021 who are on Research and Creative Activity Release 2 unfactored highs and 1 medium are required as part of the 4 equivalent highs meeting the standards of 2 major activities and 1 minor activity as outlined in above.

Distinctly Above Average (DAA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a scholar and/or artist productive to an outstanding degree. To be awarded Distinctly Above Average in Scholarly and/or Creative Activity a total of 3 high factors, which must include at least 1 juried (peer-reviewed) publication (1 unfactored high from matrix B.2) or 2 conference presentations of national or international scope or regional multi-discipline scope (2 unfactored highs from matrix B.3). For faculty hired after 9.1.2021 who are eligible for the Research and Creative Activity Release and faculty hired prior to 9.1.2021 who are on Research and Creative Activity Release 2 unfactored highs and 1 medium are required as part of the 3 equivalent highs meeting the standards of 2 major activities and 1 minor activity as outlined in above.

Average (A): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as that of a reasonably productive scholar and/or artist. This is the minimum acceptable level of performance. To be awarded Average in Scholarly and/or Creative Activity a total of 1 high and 2 medium factors, which must include 1 high for conference presentations of national or international scope or regional multi-discipline scope (1 unfactored highs from matrix B.3 Conferences).

Below Average (BA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary for achieving a rating of Average.

C. Visual Art Education

Exceptional (E): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of a truly superior scholar and/or artist. 4 highs or greater, which must include at least 1 peer-reviewed/juried publication and 2 conference presentations of national or international scope, or regional multi-discipline scope. For faculty hired after 9.1.2021 who are eligible for the Research and Creative Activity Release and faculty hired prior to 9.1.2021 who are on Research and Creative Activity Release 2 unfactored highs and 1 medium are required as part of the 4 equivalent highs meeting the standards of 2 major activities and 1 minor activity as outlined in above.

Distinctly Above Average (DAA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is that of an outstanding scholar and/or artist. 3 high factors, which must include 1 peer-reviewed/juried publication or 2 conference presentations of national or international scope, or regional multi-discipline scope. For faculty hired after 9.1.2021 who are eligible for the Research and Creative Activity Release and faculty hired prior to 9.1.2021 who are on Research and Creative Activity Release 2 unfactored highs and 1 medium are required as part of the 3 equivalent highs meeting the standards of 2 major activities and 1 minor activity as outlined in above.

Average (A): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as that of a reasonably productive scholar and/or artist. This is the minimum acceptable level of performance. 1 unfactored high and 2 medium factors.

Below Average (BA): Awarded when the quality of Scholarly and/or Creative Activity offered by the applicant is evaluated as less than that necessary for achieving a rating of Average.

C. Service Activity

1. Data Collection Procedures

The applicant will clearly identify her/his service activities related to the department and the university or community utilizing the following matrices. Supportive evidence must be provided to indicate the quantity of different service activities and the quality of the effort to expand in those activities. A short narrative description of the service may be provided in addition to supportive evidence.

When a matrix is comprised of three rows, the weighting of scores is averaged as follows:

High + High + High	=	High
High + High + Medium	=	High
High + High + Low	=	High, if row "C" scores High
High + High + Low	=	Medium, if row "C" scores Low
High + Medium + Medium	=	Medium
High + Medium + Low	=	Medium
High + Low + Low	=	Medium
Medium + Medium + Medium	=	Medium
Medium + Medium + Low	=	Medium
Medium + Low + Low	=	Low
Low + Low + Low	=	Low

Should an activity fall outside of matrix categories, it is possible to describe the activity, include a reason for deviating from the matrices and provide a written rationale for its appropriate ranking in the applicant's personal report.

Service Activities

The importance and value of service on a departmental, college or university committee is based on four principal factors. Each factor below will be weighed separately and given a rating of high, medium or low according to the chart above.

Service to the department, university or community may include, but is not limited to, the following:

1. Committees

Please specify in your document if the committee is ad hoc, otherwise it will be assumed that the committee is a standing committee.

	High	Medium	Low
A. Nature of Work	Provide input to activities or policies directly affecting personnel,	Provide Input to decision making which implements policies	Implementing defined tasks

	budget, and curricular policies/procedures at the department-wide level or higher.	within a specific area of the department.	
B. Role	Chairperson	Other officer	Member
C. Time involved	Meetings and duties entail at least 32 hrs/year	Meetings and duties entail between 16 - 31 hrs/year	Meetings and duties entail up to 15 hrs/year

2. Curricular and related services

The value of a Faculty Member's activities in curricular and related services (e.g., student group faculty representative, organizing field trips, time spent in curriculum planning and development, originating new programs) will be based on time involved in the activity.

	High	Medium	Low
Time involved	Research/planning and duties entail at least 32 hrs/year	Research/planning and duties entail between 16 - 31 hrs/year	Research/planning or duties entail up to 15 hrs/year

3. Other academic services

The value of a Faculty Member's activities in the area of other academic services (e.g. maintaining/coordinating a program or area without released time, utilizing expertise in a visual area, such as consultancy, etc.) will be evaluated in terms of time spent in that activity and given a rating of high, medium or low.

	High	Medium	Low
Time involved	Research/planning and duties entail at least 32 hrs/year	Research/planning and duties entail between 16 - 31 hrs/year	Research/planning or duties entail 5-15 hrs/year or single events (such as graduation or a recruiting event)

4. Service to professional organizations

The importance and value of participation in professional organizations and related activities is based upon three principal factors.

Each factor below will be weighed separately and given a rating of high, medium or low according to the chart below. These will be averaged to determine the final rating.

	High	Medium	Low
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A. Scope of the organization	National or regional multi-discipline or single discipline	State multi-discipline or regional and state single discipline	Any art or art-related organization which is local in scope
B. Role or type of participation	Officer, director, officially recognized leader, evaluator	Service on committees	Other services beyond general membership responsibilities
C. Time investment	Activity which occupied at least 32 hrs/year	Research/planning and duties entail between 16 - 31 hrs/year	Research/planning or duties entail up to 15 hrs/year

2. Ratings

For the purpose of calculating ratings two mediums is the equivalent of one high and two lows is the equivalent of one medium. An unfactored high is a high that is not the result of the combination of two mediums.

Exceptional (E): Awarded when the quantity and quality of service shall be evaluated, in addition to the basis for distinctly above average, as far beyond that normally expected of faculty. Five high factors, or the equivalent, are required.

Distinctly Above Average (DAA): Awarded when the quality of service shall be evaluated, in addition to the basis for distinctly above average, as far beyond that normally expected of faculty. Five medium factors, or the equivalent, are required.

Average (A): Awarded when the quality and quantity of service shall be evaluated as that normally expected; one's fair share. Three medium factors, or the equivalent, are required.

Below Average (BA): Awarded when the quality and quantity of service shall be evaluated as below that required for an average rating.

Rating for Professional Performance Evaluations: In the area of service, achievement of a rating of Average shall be deemed satisfactory performance. A Faculty Member shall fulfill at least three service activities during the five-year period under review, as described above, in order to receive a satisfactory Professional Performance Evaluation. In addition, a Faculty Member shall attend and participate actively in a majority of department faculty meetings.

APPENDIX A – STUDENT EVALUATION CRITERIA

Student Evaluation Questions – Studio (in-person and online modalities)

Approved student evaluation questions for Studio courses (in-person and online modalities):

1. The instructor offers alternatives when critiquing my work.
2. The instructor uses beneficial class critiques in teaching.
3. The instructor uses beneficial individual critiques in teaching.
4. I understand the course objectives.
5. I can determine my standing in the class prior to final grades.
6. The instructor suggests investigation of other artists' work.
7. The instructor is reasonably accessible outside the classroom.
8. The instructor emphasizes various approaches to problem-solving.
9. The instructor can clarify information or assignments.
10. The instructor meets class regularly.

Student Evaluation Questions – Art Education (ARTE)

Approved student evaluation questions for Art Education (ARTE) courses:

1. The instructor knows the subject content well.
2. The instructor organizes course content to promote learning.
3. The instructor emphasizes and uses various teaching approaches and strategies.
4. The instructor encourages student questions and comments.
5. The instructor can suggest alternate ideas or research for class assignments.
6. The instructor gives feedback when assessing my assignments.
7. The instructor meets class regularly.
8. The instructor is reasonably accessible outside the classroom.
9. The instructor seems to have genuine concern for students.
10. The instructor clearly states course objectives.
11. The instructor informs me of my grades on assignments.

Student Evaluation Questions – Art History (ARTH)

Approved student evaluation questions for Art History (ARTH) courses:

1. The instructor knows the material well.
2. The instructor holds the attention of the class.
3. The instructor organizes the material well.
4. The instructor paces the class appropriately.
5. The instructor speaks to the level of the class.
6. The instructor uses clear language and good, grammatical English.
7. Images are identified when they appear.
8. The instructor distinguishes opinions from fact.
9. The instructor is clear about the class objectives.
10. The instructor encourages students' questions.
11. The instructor answers questions fully.
12. The instructor can suggest reading to the student.
13. The instructor is conscientious about keeping office hours.
14. The instructor is available outside of regularly scheduled office hours (if necessary).
15. The instructor seems genuinely concerned about students.

Student Evaluation Questions – Online

Approved student evaluation questions for online courses:

1. The instructor knows the course content well.
2. The instructor organizes the course content well.
3. The course content is appropriate to the level of the class.
4. The instructor uses clear language and good, grammatical English.
5. The instructor distinguishes opinions from fact.
6. The instructor is clear about the class objectives.
7. The instructor encourages students' questions.
8. The instructor answers questions fully.
9. The instructor can suggest reading to the student.
10. The instructor responds to student e-mails and questions in a timely manner.
11. The instructor seems genuinely concerned about students.

APPENDIX B – CLASSROOM OBSERVATION

Classroom Visitation Evaluation

Evaluator's Name: _____

Instructor's Name: _____

Course Title: _____

Section No. _____

Date Visited: _____

Assess the following:

Organization of Material

Clarity of Presentation

Demonstration of Materials

Rapport with Students

Summary

Classroom Visitation Evaluation for Online Courses

Evaluator's Name: _____

Instructor's Name: _____

Course Title: _____

Section No. _____

Date Visited: _____

Assess the following:

Organization and clarity of Course Content

Effective Use of Assessment Methods

Rapport with Students/Methods of Student Engagement

Summary

Teaching Effectiveness: Evaluation By Colleagues

Instructions:

Choose one of the following after each question.

- “A” Indicates exceptional performance
- “B” Indicates distinctly above average performance
- “C” Indicates average performance
- “D” Indicates below average performance
- “E” Indicates this item does not apply or insufficient information is available to the evaluator, and that this item is not to be used in any way in the evaluation

	A	B	C	D	E
1. Their class appears to be clear about objectives sought and evaluated in class critiques.					
2. Can suggest reading in their general field.					
3. Encourages and willingly talks with students about art-related matters.					
4. Attends lectures and other events on/off campus in their discipline/area.					
5. Is available to meet with students outside of regular office hours if necessary.					
6. Seems to have a genuine concern for and interest in their students.					
7. Seeks advice and ideas from others about the course they teach.					
8. Discusses teaching in general with colleagues.					
9. Is informed about the work of colleagues.					
10. Expresses concern about the quality of their teaching.					
11. Is aware of current developments in their field.					
12. Manifests attitudes which simulate student response and growth.					
13. Is conscientious about keeping appointments with students.					
14. Is enthusiastic about their subject.					
15. Continues research and development in their own scholarly and creative work.					

APPENDIX C – 2011 SCHOOL OF TECHNOLOGY STUDIES DED

GOODAPPENDIX D – 2017 ART DEPARTMENT DED