

School of Art and Art History

Guidelines and Criteria for Evaluating Teaching, Professional Service, and Scholarly Achievement and Professional Qualifications for First Year, Third Year, Annual and Comprehensive Evaluations

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Introduction

This document establishes the procedures and criteria for evaluating the areas of Teaching, Professional Service, and Scholarly Achievement and Professional Qualifications that are required for four types of evaluations completed within the School of Art and Art History: Initial Evaluations; Third-Year Evaluations; Annual Evaluations; and Comprehensive Evaluations.

Initial Evaluations are conducted at the beginning of a new faculty member's second full semester at James Madison University.

Third-Year Evaluations are conducted during a faculty member's second semester of the third full year at James Madison University. The third year review was approved by the SAAH faculty and is in addition to the reviews required by the JMU Faculty Handbook.

Annual Evaluations of all full-time faculty members are conducted after the conclusion of each academic year, based on an annual report provided by the faculty member by May 15.

Comprehensive Evaluations are concerned with promotion and tenure decisions and are conducted in addition to the annual evaluation.

Faculty members in the School of Art and Art History, as members of the College of Visual and Performing Arts, are evaluated for all three types of evaluations using criteria established in the James Madison University Faculty Handbook (III.E.1.a.) However, since the activities for Scholarly Achievement and Professional Qualifications and for Professional Service vary significantly among the college disciplines, and since teaching activities vary significantly even within the various areas of the School, this document provides specialized **guidelines** on the types of activities to be considered and the criteria to be used in the evaluation process. Please note that the items listed under "Materials to Submit" for each area are optional, unless it is stated that they are required.

Since the criteria for achieving a rating of "excellent", or "satisfactory" within Teaching, Professional Service and Scholarly Achievement and Professional Qualifications may vary by discipline, this document also seeks to clarify expectations by defining the three rating categories of "Excellent", "Satisfactory", and "Unsatisfactory" for all areas within

the School. It is, of course, possible that new and different activities will arise which will prove just as important as those that have been specifically listed. In addition, in cases where an activity could fit in more than one category, it is up to the faculty member to decide on the placement and to provide the framework for it. For example, acting as a sponsor of a student club or organizing a student forum could be placed under either teaching or service, depending on how the activity is presented.

Additionally, the guidelines and criteria in this document recognize and honor the work conducted by faculty with diverse responsibilities, and they recognize and honor faculty who collaborate, cooperate, and contribute to the shared Mission of the School of Art and Art History.

Mission:

The School of Art and Art History is a collaborative community that fosters independent thought and creativity, embraces the diversity of cultural expression, and cultivates excellence in the making and understanding of visual art.

Annual Faculty Activity Reports and other Evaluation Documents

Maintaining thorough and accurate Annual Faculty Activity Reports is an ongoing responsibility of both tenured and non-tenured faculty. These reports, along with established promotion and tenure declaration documents as well as supporting evidence, are of prime importance when evaluating faculty. It is critical that these documents be carefully prepared to accurately reflect the faculty member's progress.

The Annual Faculty Activity Report includes information summarizing the activities and accomplishments in Teaching, Professional Service, and Scholarly Achievement and Professional Qualifications completed during the review period. It is written in a resume style and closely follows the report structure. The faculty member may include a brief descriptive narrative for each section and may select choice pieces of evidence to submit, such as exhibition announcements or articles, yet the information in the reports is meant to be easily read and concise.

Self Evaluations for Teaching, Professional Service, and Scholarly Achievement and Professional Qualifications are part of the Annual Faculty Activity Report. The Self Evaluations should relate to the guidelines and criteria of this document and the rating should reflect the achievements within the specified Annual Faculty Activity Report category. The faculty member must use the same rating scale (below) that is used by the School Director. The faculty member may include a brief narrative in support of the rating s/he selected, but there is no need to re-summarize all of the points already listed in the report.

Rating Scale for Evaluation of performance in each area (higher is better):

Unsatisfactory			Satisfactory			Excellent		
1	2	3	4	5	6	7	8	9

A Faculty Activity Plan must be submitted along with the Annual Faculty Activity Report. In this document, the faculty member must specify how s/he would like to weight the performance areas for the coming academic year and must describe how s/he plans to meet those weightings in terms of workload and activities. The form allows the faculty member to describe any special activities or projects that the faculty member plans to undertake or continue in the upcoming academic year. Teaching may range between 33.3 - 60%, with a default of 33.3%. Professional Service may range between 10 - 45%, with a default of 33.3%. Scholarly Achievement and Professional Qualifications may range between 20 - 50%, with a default of 33.3%. Total sum weighting of the three areas must equal 100 per cent.

The guidelines and criteria described in this document are also designed to assist faculty in outlining what the College of Visual and Performing Arts in general, and School of Art and Art History in specific, expect of faculty who are completing their Initial or Third-Year Review, or who are seeking Tenure and/or Promotion. The organization of this content should follow the structure and order of Annual Faculty Activity Report. However, the faculty member will need to develop a narrative that covers the entire time period being considered and will need to compile and submit additional materials as evidence of the narrative. Examples of materials to submit for each area are listed in this document, but are not limited by this list.

Procedure for Appeal of Evaluations

Please refer to the procedures outlined in the Faculty Handbook and in the School of Art & Art History Appeal Policy document.

Faculty Adoption and Amendment of Evaluation Procedures

Proposals related to establishing or modifying evaluation criteria used to judge faculty Teaching, Professional Service and Scholarly Achievement and Professional Qualifications should be submitted to the school's Personnel Advisory Committee (PAC). Guidelines supported by a majority of the PAC will be presented to the entire school's faculty for adoption. If a majority of the faculty supports the PAC's recommendations, the results will be forwarded to the Academic Unit Head (or "School Director") for review. If approved, the Academic Unit Head will forward the recommended standards to the CVPA Dean for review. If approved by the Dean, the discipline's guidelines will be utilized in all subsequent reviews.

TEACHING

Guidelines for Evaluating Teaching

Faculty Handbook III.E.2.b.1 *“Consideration of teaching performance must include, but need not be limited to, the following: self-evaluation, evaluations by peers and/or academic unit heads and student evaluations. Consideration should be given to a faculty member’s commitment to student advising and innovations in teaching as evidenced by development of new course work and teaching methodology. In those academic units that do not use student evaluations in all classes taught by a faculty member, the policy determining which classes will be evaluated shall be stated in the academic unit’s evaluation procedures. Any such policy shall apply equally to all similarly situated faculty members in the academic unit. “*

The full dimension of teaching should not be slighted in the desire to arrive at usable data and systematic adjudication. While Teaching can be considered apart from Professional Service and Scholarly Achievement and Professional Qualifications, the recognition of these obligations suggests that their interrelationship is important. The kind of teaching that distinguishes itself in universities is integral with scholarship, has a way of getting outside classroom confines and may exemplify the highest meaning of service. In consideration of this, these guidelines and criteria recognize the broad dimensions of teaching and are sensitive to different kinds and styles of instruction to varying student populations within the School of Art and Art History.

Teaching may range between 33.3 - 60%, with a default of 33.3%, on the Faculty Activity Plan.

Criteria for Evaluating Teaching

An “Excellent” rating should include several of the following:

- Outstanding student research, writing, creative work, or projects, including student work recognized through exhibitions, publications, forums, competitions, or awards.
- Outstanding achievements by current students or alumni, such as continuation on to graduate school, internships, and/or related employment or positions.
- Enhancing program and course enrichment by engaging and hosting visiting artists, scholars, or critics or by sponsoring student workshops and field trips.
- Active cultivation of an appreciation and understanding of diverse cultural expressions within your course content or through development of wider programming.
- Conducting Special Topics Classes, Independent Studies, Graduate-level Directed Studies, or dual-listed graduate/undergraduate courses.
- Directing Honors Theses, Honors Projects, or MA or MFA Thesis.

- Teaching Studies Abroad or leading other international student groups.
- Organizing student forums, such as the Art History Forum.
- Creation of new courses that are seen through C & I, new course content for an existing course (must be significantly revamped) or course revision leading to new or innovative methods, including cross-disciplinary and team-taught courses.
- Significant changes in studio/lab processes, equipment, or facilities.
- Serving as advisor for a graduate student or as a member of a Graduate Thesis Committee, participation in Graduate Semester Reviews, conducting studio visits or technical assistance for graduate students not enrolled in the faculty member's class, providing assistance with a monograph as a non-committee member, or other graduate-related activities.
- Participating in a workshop or conference or conducting research specifically to prepare for or improve one's ability to deliver course content.
- Receiving teaching awards or other recognition of excellence in teaching.
- Receiving generally superior student evaluations.
- Receiving peer evaluations that support excellent teaching.

A “Satisfactory” rating should include, but is not limited by, the following:

- Preparing and executing courses that challenge students to achievements at the appropriate college level.
- Solid student research, writing, creative work, or projects.
- Commitment to advising students and maintaining regular office hours.
- Receiving generally satisfactory student evaluations.
- Receiving peer evaluations that generally support satisfactory teaching performance, if applicable.
- Routine maintenance of studio/lab equipment and facilities and acquisitions.

An “Unsatisfactory” rating is defined as not meeting the standards for “Satisfactory”.

Materials to Submit for “Teaching” Area for Initial, Third-Year, and Comprehensive Evaluations

- Syllabi for courses taught during the review period. (Required.)
- Student evaluations. Note if edited or unedited. (Required.)
- Any written responses to class visit by the School Director, Area Head, the PAC, or others.
- Examples of both previous and updated syllabi with a description of course revisions and articulation of the evolution of the teaching philosophy.
- High-quality student examinations, research papers, projects, or images of student work along with a description of the topic or assignment.
- Documentation of outstanding student work in exhibitions, publications, forums, or competitions, such as copies of articles, catalogs, announcements cards, reviews, or posters.
- A summary or log of student advising and evidence of continuing student support through letters of reference for graduate school, internships, and other positions. (Do not include the actual letters written.)
- Notes of appreciation from students or thank you letters for teaching-related activities
- Any other forms of documentation that illustrate how the faculty member’s teaching activities put forth the Mission of the School of Art and Art History.
- The same materials listed for Annual Evaluations, below.

Materials to Submit for “Teaching” Area for Annual Evaluations

- Activities should be listed in resume fashion according to the Annual Report format and guidelines. (Required.)
- High-quality student examinations, research papers, projects, or images of student work along with a description of the topic or assignment.
- Several of the most impressive items that document your activity in the area of Teaching.
- Student self-reflections of course experiences.

PROFESSIONAL SERVICE

Guidelines for Evaluating Professional Service

Faculty Handbook III.E.2.b.(3) *Evaluation of activity in this area shall include committee service and leadership at James Madison University or in professional or educational organizations, or Service otherwise enhancing the profession, academic unit, college or university.*

Each faculty member is expected to engage in service to the university, college, school, and/or organizations in their profession. Professional service activity is a contractual obligation that is examined and evaluated with the same level of scrutiny as teaching and creative activities. It is acceptable for new faculty to have a lighter service record for the Initial and first year

Professional Service may range between 10 - 45%, with a default of 33.3%, on the Faculty Activity Plan.

University, College and School Service

Faculty members are expected to contribute to school, college, and/or University committees, commissions and boards that sustain the academic life of the university. Since the extent of committee responsibility varies widely, faculty should explain their individual contributions honestly and elaborate on their accomplishments.

University Service

- Gen Ed Representative, Honors Liaison, or Faculty Senate Representative.
- Interdisciplinary academic events/activities (such as Institute for Visual Studies) that serve the entire University community.
- University searches, library/ Madison Digital Image Database, technology initiatives or other committees.
- Participation in resource development or grant writing for the University.
- Participation in faculty training and development sessions (i.e. the Center for Instructional Technology, Writing Center, Center for Teaching Innovation), which leads to University outreach or enhancement.
- Sponsor of University student clubs and organizations.
- Participation in freshmen orientation, the "conversations with faculty" program, alumni outreach programs, JMU Workshop Day, Career Day, or other special events that benefit the University.

- Serving as Freshman Advisor.

College of Visual and Performing Arts Service

- CVPA C & I, Diversity Council, Faculty Advisory Committee, Faculty Assistance Committee, or Graduate Committee
- Grant-writing for college activities.
- Participation or initiating interdisciplinary activities among schools in the college.
- Participation in college fund-raising activities or JMU Foundation initiatives for the college.
- Participation in activities with the Madison Art Collection, Artworks, or Sawhill Galleries

School of Art and Art History Service

- Participation in regularly scheduled faculty meetings, and events such as Assessment Day and Portfolio Review Days.
- Service on school committees such as PAC, C & I, Advisory Council, or Graduate Committee and Gallery, Honors and Awards, Public Relations, Student Relations, Art Auction, Assessment, Walford Scholarship or Transfer/Change of Major Portfolio Committees.
- Service on search committees, program review committees, or other ad hoc committees.
- Sponsor of SAAH student clubs and organizations.
- Active participation in Area meetings and duties.
- Service as an Area Coordinator, Area Head, or Lab/Studio Manager.
- Pro bono use of the faculty member's expertise for the benefit of the school, such as design of posters and flyers, architectural sketches and plans, and documentation of student work submitted for Portfolio Review.
- Community outreach activities.

Professional Organizations Service

Faculty members are expected to maintain membership in and contribute to professional organizations in their fields at the local, regional, national and/or international levels. Small roles in a national or international organization or a large, high profile position for a local or regional organization are both beneficial to JMU.

- Membership in professional organizations or societies related to the arts.
- Participation in professional association conferences and meetings.
- Service as an officer for professional organizations or societies related to the arts.

Professional Consulting and Community Service

Other kinds of professional service may include paid or unpaid consulting services for museums, art organizations, or other institutions. Community service includes the K-12 educational system, community college or four-year institutions, and civic organizations. Service is relevant only if related to the faculty member's field of study or at least art-related.

- Technical assistance for schools, galleries or art-related services.
- Evaluation for schools, galleries, or historic preservation.
- Paid or unpaid consulting with public agencies and arts groups.
- Leadership positions within art-related civic organizations.
- Service as a juror for an arts event.

Criteria for Evaluating Professional Service

An "Excellent" rating should include one or more of the following:

- Exemplary contributions in a combination of service activities at the school, college, and/or university levels.
- Outstanding commitment to community outreach or diversity efforts that utilize the faculty member's area of expertise.
- Outstanding efforts in regional, national or international professional organizations, such as serving in a leadership position.
- Service in a school leadership position, such area coordinator or chair of a committee.

- Acting as sponsor of student clubs and organizations, such as Kappa Pi.
- Active participation in freshmen orientation, the "conversations with faculty" program, alumni outreach programs, JMU Workshop Day, Career Day, or other special events.
- Other exemplary contributions to service.

A “Satisfactory” rating should include, but is not limited by, the following:

- Active committee membership and reasonable participation in a combination of service activities.
- Participation in community outreach and initiatives.
- Active-membership in regional, national or international organizations in the faculty member’s area of expertise.
- Participation in regularly scheduled faculty meetings, and events such as Assessment Day and Portfolio Review Days.

An “Unsatisfactory” rating is defined as not meeting the standards for “Satisfactory”.

Materials to Submit for “Professional Service” Area for Initial, Third-Year, and Comprehensive Evaluations

- A summary or log of committees served on, appointments to sub-committees, and work accomplished.
- Notes of appreciation or thank you letters from committees or organizations.
- The same materials listed for Annual Evaluations, below.

Materials to Submit for “Professional Service” Area for Annual Evaluations

- Activities should be listed in resume fashion according to the Annual Report format and guidelines. (Required.)
- Several of the most impressive items that document your activity in the area of Professional Service.

SCHOLARLY ACHIEVEMENT AND PROFESSIONAL QUALIFICATIONS

Guidelines for Evaluating Scholarly Achievement and Professional Qualifications

Faculty Handbook III.E.2.b.(2) *Evaluation criteria in this area may differ according to discipline. Criteria should include, but need not be limited to, publication of scholarly works, presentations at professional conferences, achievement through performance in the arts, engaging in recognized research, obtaining research grants, continuing professional development through formal course work, publication of educational materials and consulting activities.*

Every faculty member is expected to engage in Scholarly Achievement and Professional Qualifications activities. This is a contractual obligation that is examined and evaluated with the same level of scrutiny as Teaching and Professional Service activities. Because the nature of Scholarly Achievement and Professional Qualifications research activities (hereafter referred to as “research”) vary so greatly among the disciplines of the School of Art and Art History, separate guidelines, criteria, and lists of materials to submit have been developed for the areas of Studio Art, Scholarly Publications and Presentations, and Design. The PAC is encouraged to consult with other faculty members or professionals within a discipline if they are evaluating work in a discipline with which they are not familiar.

A faculty member whose research crosses disciplines may submit work in several categories. For example, an Art Educator may have a studio art exhibition or a Studio Artist may have a scholarly publication. Additionally, since JMU encourages scholarly research on teaching and teaching pedagogy within the various disciplines, faculty members can place publications of this nature under Scholarly Achievement or Teaching.

Scholarly Achievement and Professional Qualifications may range between 20 - 50%, with a default of 33.3%, on the Faculty Activity Plan.

Guidelines for Evaluating Scholarly Achievement and Professional Qualifications in Studio Art Research

The nature of Scholarly Achievement and Professional Qualifications and the standards for determining its quality must combine the traditions and interests of the visual arts with the more general concerns of the college and institution as a whole. It is important that the Scholarly Achievement and Professional Qualifications for the visual arts be defined and evaluated in a manner that all faculty members, in and out of the discipline, perceive as fair and reasonable.

For most studio faculty members, the creation and exhibition of creative work is expected to be their main research agenda. Their output should typically reflect the medium in which the faculty member is teaching. This may be wholly represented in the creation of objects or by a combination of several activities. The “art world” is not homogenous or monolithic; rather each medium has its own respective cultural values and opportunities. Therefore, studio faculty members should describe their research achievements in the context of their respective fields and include information on the factors that determine the significance of their activities.

Research in Progress for Studio Art:

For studio faculty, Scholarly Achievement most often means the creation of original works of art, although “art” has multiple definitions. Efforts should be made to seek exhibition opportunities for this work, and evidence for these efforts should be provided, however, new creative works that are not exhibited or that do not lend themselves to exhibition should not be disregarded. An artist may spend a great amount of time planning, drawing, designing, and/or exploring different ways of creating art. This activity can be compared to and is just as valid as research done by writers or historians that adds to the overall development of an individual’s work and theoretical pursuits.

Exhibition of Studio Art:

Preparation for a solo or group exhibition should be recognized at all stages. Credit should be given to the artist for each stage of the artistic process. The first stage is applying for the exhibition. The second stage is acceptance and planning for the exhibition. The third stage is the creation of the art for the exhibition. The fourth is the crating and delivery of the completed art to the exhibition venue. The fifth is on-site installation, attending openings, etc., and the sixth is de-installation, closings, etc.

Opportunities for exhibitions range from small, local group shows to international one-person shows that can reach many people. Competition is intense for most shows, and artists are often limited to exhibitions within their media of specialty. The most prestigious shows are juried or curated by expert peers, and vary in significance-- this is a particularly important point to address in describing the event.

A solo or two-person exhibition should be considered a remarkable accomplishment that crosses all three disciplines: teaching, research and service. It not only serves as a teaching aid and resource for our students but also brings national and international attention to James Madison University.

Many solo exhibitions, especially those in educational or non-profit venues offer opportunities for the artists to present a gallery talks and to meet with students or others in formal or informal settings such as gallery receptions, workshops, and/or class critiques. These activities should be considered significant because of the outreach and exposure that it brings to JMU.

Studio Art Sales/Inclusions Within Corporate, Private and Museum Collections:

When work is purchased and/or commissioned by a well-known collector, museum, or corporation, it increases the artist's visibility and publicly validates the work. This cycle of institutionalization is the bedrock of building culture, and can indicate significant efforts on the part of artists to "get their work out there", and respond to the culture they operate within. Consideration must be given to the location and visibility of the collection, the reputation of the institution/collector, and the significance of the collection in art, and in broader cultural circles.

Participation as a Juror, Curator, or Guest Critic:

When a studio artist is invited to serve as juror, curator or guest critic, it should be considered a highly regarded accomplishment. It is a reflection of the faculty member's reputation as well as the role she/he plays in establishing the significance of works. Factors that should be considered in regards to this activity include the prominence of the hosting venue, scope of the event (such as the length, complexity, and number of participants), the visibility of the resulting event, and the type of event being juried (book collection, exhibition, critique, etc.).

An "Excellent" rating for Studio Art should include at least one? of the following:

- Exhibition at a prominent venue including local, national, or international recognized museums, galleries, art centers, or alternative spaces.
- Solo or small group exhibitions, juried or invitational.
- An exhibition that requires a significant number of new works or in which a large scope of work is represented, as in a retrospective.
- Publication of the faculty member's artwork in a monograph, exhibition catalog or journal, or a critical review of the exhibition in a national newspaper, magazine, or scholarly journal.
- Purchase of the faculty member's work by galleries, museums, corporations, or noted private collectors, including the JMU Art Auction and other recognized charity organizations.
- An award, prize, grant, fellowship, or residency from JMU or outside sources awarded for artistic accomplishment and/or proposed projects. This includes being named as a finalist or alternate for a highly competitive award.
- Presentation of a gallery talk, invitation to serve as a juror, visiting speaker, workshop presenter or conference speaker, moderator, or discussant within one's discipline.
- Publication of research on teaching or teaching pedagogy within one's discipline.

A “Satisfactory” rating should include at least one, but is not limited to, the following:

- Production of a thematically or technically new body of work, even if it has not been exhibited and/or reviewed.
- Continuation of an existing line of art inquiry and production.
- Production of artwork that has significant depth and breadth relative to the medium.
- Research for studio work, including travel for research, the acquisition of significant new skills, or collaboration.
- Proven effort made to seek exhibitions, grants, publication or other opportunities for the artwork.
- Exhibition in at least one venue in addition to the Faculty Exhibition.

An “Unsatisfactory” rating is defined as not meeting the standards for “Satisfactory”.

Materials to Submit for Annual Evaluations of Studio Art Research

- Activities should be listed in resume fashion according to the Annual Report format and guidelines. (Required.)
- A description of your Studio Research in Progress, images of the work, and a narrative description.
- Selected, annotated documentation of work and/or publications that document your activity in the area of Scholarly Research and Professional Qualifications.

Additional Materials to Submit for Initial, Third-Year and Comprehensive Evaluations of Studio Art

- Catalogs, brochures, announcement cards, press releases, published reviews, and other evidence of exhibitions or other art-related activities.

- Evidence of exhibitions, grants, residencies, or other art opportunities received, or applied for but not granted.
- Letters of support for the artwork from respected gallery directors, curators, art historians, critics, or artists.
- Examples of newly produced artwork in printed digital files or other selected, annotated documentation of work and/or publications.

Guidelines for Evaluating Scholarly Achievement and Professional Qualifications of Scholarly Publications and Presentations

Scholarly publications and presentations are the main research domains for both Art Education and Art History. Qualitative not quantitative distinctions are to be applied to scholarly publications and presentations. Evidence of an active research program through participation at conferences, revision of articles and books in process, and submission of applications for grants are to be considered significant scholarly activities.

Research in Progress for Scholarly Publications:

An extensive amount of time is required to publish academic research. Particularly in cases where scholarship involves the investigation of primary archival source material, the research phase of a project can be highly time and resource intensive. Multiple drafts of articles are frequently required for many periodicals. Several versions of an article may be submitted to document stages of development. Evidence may include items submitted but not accepted, or situations in which revisions were requested are to be expected.

Considerations in Academic Publishing:

It is important that published works be judged by qualitative not quantitative standards, since there are many kinds of publications. Peer reviewed articles (in most cases) carry the highest prestige, but invited articles can rank as high in quality depending on their circumstances and influence. Book review essays that examine the state of a subject or field can be significant scholarly publications. Textbooks and encyclopedia articles that are dependent on other people's research are not weighted as highly as more original textbooks or independent creative work. Periodicals have their own hierarchy of prestige, even in different areas. A basic principle that affects the weight of a publication is the way it is reviewed. A self-published book or one uploaded to a website is not valued (at this point) the same way as a professionally published document.

Books:

Publishing a book that the faculty member authored, co-authored, edited, or co-edited, having a manuscript accepted for publication (documented by a letter from the publisher) or a book-in-progress being written under contract from a publisher are considered significant. In the case of edited volumes, editors usually write the introduction and one of the essays. Exhibition catalogs at major museums, including noted academic museums and galleries, are equivalent to an academic book; catalogs of smaller collections, perhaps jointly authored, might be equivalent to either a book or a major article in a first ranking periodical.

The publication of a book should be considered a noteworthy accomplishment. If it is within one's discipline, it not only serves as a teaching aid and resource for our students, but also brings national and international attention to James Madison University. Therefore, it should be judged as an accomplishment that spans across all three disciplines: teaching, research, and service. If the book is translated into other languages and distributed internationally, then this should be recognized. Another factor to consider is the sole vs. collaborative authorship of the work. Additional credit should be given to authors who also illustrate their own books.

A book authored solely or co-authored and published with a noted national or international publisher, commercial or academic, or when the author and/or illustrator are under contract or have completed their manuscript should be considered in the excellent category. Credit should be given to the professor for each stage of the publishing process. The first stage is serving under a publisher's contract/agreement. The second is the delivery of the completed manuscript and/or illustrations. The third stage is the actual printing of the book. Additional stages in the book printing process would include credit for having the book translated into other languages, various promotions such as book signings, advertising events, and production of supplementary material published on the Web, or in journals and newspapers.

Periodical Publications:

Faculty working towards tenure should maintain steady evidence of publication activity. The competitiveness of periodicals in Art History may help to define the differences between a satisfactory and excellent rating.

There are also many kinds of published academic writings to be valued. There are exhibition reviews, letters in scholarly journals, letters to the editor in national newspapers, encyclopedia articles, critical reviews, technical documents/specifications, literature reviews, articles on teaching or teaching pedagogy, "how to" articles and tutorials, etc...

Conference Participation, Panels, and Presentations:

A satisfactory rating for annual evaluations includes at least one significant professional contact per year. Applicants for tenure are expected to have presented papers at regional and national and/or international conferences. Faculty members should note the acceptance rate or degree of difficulty in participation at conferences. Regional conferences that are less competitive include the Valley of Virginia Consortium, the

Southeastern College Art Association, and some interdisciplinary conferences focused on individual periods (“Century” Studies conferences). The College Art Association, the Renaissance Society of America, The African Studies Convention, The American Association of Museums, The American Studies Association, and some others are highly competitive international conferences. Chairing a panel or presenting a paper represents a significant accomplishment under peer review.

The noteworthiness of the regional and national conference and its influence on the faculty member’s professional field are factors that determine the substance of the creative/research effort. These signify the importance of the presentations, papers and/or other refereed volumes presented during conference proceedings. Another type of lecture is one presented (invited or selected from a proposal) at a prominent lecture-series organized by a noted university, museum, or research center.

Grants, Grant-writing, Fellowships, Endowments, Honors, and Awards:

Faculty may devote a significant amount of time to writing grants in order to pursue research abroad and cover travel and publication expenses. Grant-writing, whether regional or national, funded or not funded, shows scholarly activity. Faculty who receive highly competitive fellowships or grants for research at major institutions, organizations and foundations such as the National Gallery of Art, Smithsonian Institution, Winterthur, Harvard Study Center at Villa I Tatti, J. Paul Getty Museum, The National Endowment for the Humanities, The National Endowment for the Arts, Fulbright Foundation, Rockefeller Foundation, National Humanities Center, The Henry Luce Foundation, and the Clark Art Institute clearly deserve an exceptional rating in the annual evaluation.

Curating Exhibitions:

This is an important type of research and one that is of particular interest to current faculty in the SAAH.

Exhibitions and accompanying catalogs, teacher brochures and other related publications should be evaluated in terms of their quality and scope, the prestige of the venue(s) (gallery, museum, art center, alternative space), the exhibit’s travelling/touring status, the prestige of the grants received, the reviews and awards received for the exhibition and/or catalog, and the prestige of the publisher of the catalog (museum, university, and/or commercial press). Often times the most cutting-edge research in a certain field is presented in exhibitions and/or published exhibition catalogs. Guest, visiting or adjunct curators often write extensive project proposals that go through a rigorous, peer-review process within museum exhibition committees. These proposals should therefore be taken into consideration as a type of scholarly research.

Criteria for Evaluating Scholarly Publications or Presentations

An “Excellent” rating should include at least one of the following:

- The publication of an article in a prestigious magazine, peer reviewed journal, or

monograph, in either print form or a peer-reviewed on-line publication.

- A book authored solely or co-authored and published with a major national or international, commercial or academic, publisher.
- A book contract or completed manuscript.
- Chairing panels and/or presenting papers at major national and/or international conferences, and/or in a distinguished lecture series.
- Curating an exhibition at a prominent museum, gallery, art center or alternative space.
- Highly competitive fellowships or grants for research at major institutions or from organizations and foundations such as those listed above.
- Documented evidence of exceptional research activity and/or progress towards a book.

A “Satisfactory” rating should include at least one of, but is not limited to, the following:

- The publication of an article in a less prominent magazine, peer reviewed journal, or monograph, in either print form or a peer-reviewed on-line publication..
- Continuous research activity towards a publication, such as revising articles as they are in process and first and second stages of development for a book.
- A book authored or co-authored and published with a small and less prominent national/international publisher, academic or commercial.
- A self-published book or one uploaded to a web site.
- Chairing a panel and/or presenting a paper at a regional conference or in a lecture-series.
- Book reviews, exhibition reviews, letters in scholarly journals or national newspapers, encyclopedia articles, critical reviews, technical documents/specifications, literature reviews.
- Publication of research in regards to teaching or teaching pedagogy within one’s discipline.

An “Unsatisfactory” rating is defined as not meeting the standards for “Satisfactory”.

Guidelines for Evaluating Scholarly Achievement and Professional Qualification in Design

Commissions and Traveling Exhibitions:

Client-centered projects awarded to architects, designers, and artists that involve the design and completion of a building(s), an interior(s), painting of a mural(s), an indoor or outdoor sculpture, a weaving/tapestry, a traveling exhibition, or any other form of art that will be displayed or performed in a public venue are held in high esteem.

The project itself should be evaluated on several factors rather than having a simple hierarchy applied. These factors to consider include the prestige of the client, where the work is displayed, whether the installation is permanent or temporary, what the scope of the project is, and how the project awarded.

Book Publication:

There are many types of book publication within design. As in all evaluations of scholarly publication, qualitative distinctions apply, rather than quantitative.

The following is a list of possible types of publications:

Creative Publication: Designed or illustrated by faculty member and published as a single complete entity.

Graphic Design Education: How to teach graphic design, Approaches to design education.

Graphic Design Tutorials: “How to” articles and/or tutorials in newsletters and/or trade publications.

Graphic Design Field: Examples: Illustration, Typography, Conceptualization, Type and image

Unrelated to graphic design while highlighting one’s creative abilities, noteworthy of professional recognition: Example: Children’s illustrated book, gallery exhibition catalog

Published: Professionally printed and bound, with a publisher and an ISBN.

Self-Published, with ISBN: Professionally printed and bound, self or alternatively funded. Vanity press.

Self-Published, no ISBN: Professionally printed and bound, self or alternatively funded. Vanity press.

Unpublished Mass Produced: Professionally printed in mass quantity. No ISBN.

Unpublished Limited Production: Reproduced by photo or color copy (100 copies or more).
No ISBN.

Related Recognition: Publication entered and accepted in juried National/International Graphic Design Exhibition/Publication.

Unrelated Highly Esteemed Recognition: National bestseller list, Newberry award, Caldecott award.

Unrelated Recognition: Any other notable recognition.

Applied Graphic Design

The category of applied design may include, but not be limited to a book design, logo, poster, advertisement, and package design. Design work accepted in either a magazine, peer reviewed journal, monograph, and/or printed text. The importance of the printed material(s), the quantity published, the prominence of the publication in the profession, and the total number of designs created and published during the academic year determines the value of the research/creative activity. In other disciplines, the act of entering a competition is evidence of scholarly/creative ambition in itself. For example, architecture, interiors, and industrial venues typically will have competitions with thousands of entrants.

Applied Interior Design

Built/designed commissions are significant, but those completed in collaboration with other professionals (architects, engineers, lighting designers, green designers, etc...) as a professional consultant are as valued as those completed with sole authorship.

Guest Lecturer, Workshop Leader, Juror, or Guest Critic

When a designer is invited to other educational institutions, corporations, organizations, societies, or any other important consortiums to serve as guest lecturer, workshop leader, juror or guest critic, it should be considered a highly regarded accomplishment. The reputation, fame, and prominence of the institution are determining factors of its importance. The same lecture material should not need to be limited in its usage to one conference.

Criteria for Evaluating Scholarly Achievement and Professional Qualification In Design

An “Excellent” rating-should include several of the following:

- A significant grant, fellowship, honor, or award from an agency, corporation, educational or government institution, etc., determined by the prominence of the agency and the monetary amount of the grant.
- A non-monetary reward in the form of a trophy, medal, decoration, plaque, or ribbon, or being named as a finalist or alternate for a highly competitive award.
- The design and construction of a building, interior, mural, sculpture, weaving/tapestry, installation, or any other work of art and design that will be on display permanently or that was chosen as one of the runner ups or alternates.
- Built/designed commissions or projects completed in collaboration with other professionals (architects, engineers, lighting designers, green designers, etc...)
- Designing local exhibitions or traveling national/international exhibitions. Submission to national and international design competitions
- Serving as a juror or visiting critic at other universities or institutions.
- The publication of several designs in a prominent magazine(s), peer reviewed journal(s), monograph(s), and/or printed text(s).
- An unsolicited invitation to serve as a guest lecturer or workshop leader at a highly esteemed or famous institution, corporation, organization, society, or any other important consortium.

A “Satisfactory” rating should include at least one, but is not limited to, the following:

- A small grant, fellowship, honor, or award from a non-prominent agency, corporation, educational or government institution.
- Applying for grant that is not funded, or to take grant project to fruition.
- The publication of at least 1 design in a prominent magazine(s), peer reviewed journal(s), monograph(s), printed text(s), and/or web site.
- A guest lecturer or workshop leader at a local institution, corporation, organization, society, or any other consortium.

An “Unsatisfactory” rating is defined as not meeting the standards for “Satisfactory

Materials to Submit for Design for Annual Evaluations

- Activities should be listed in resume fashion according to the Annual Report format and guidelines. (Required.)
- A description of your Research in Progress and/or drafts of the work.
- Several of the most impressive items that document your activity in the area of Scholarly Research and Professional Qualifications.

Additional Materials to Submit for Initial, Third Year, and Comprehensive Evaluations for Design:

- Examples of published work, press releases, published reviews or other evidence of design activity.
- Evidence of exhibitions, grants, or other design opportunities applied for but not granted.
- Letters of support for the design work from respected gallery directors, curators, or artists.
- Examples of newly produced designs in printed digital files.