

Compensation Plan

Art and Design

Procedures for Evaluating Art and Design Department Faculty for the Purposes of Merit Pay

The Art and Design Department faculty support the mission and goals of the Department, College and University through fulfilling their duties in the areas of teaching, research/creative activity and service. Given the breadth and diversity of interests and activities in the Department, the faculty prefer a qualitative rather than a quantitative approach to the evaluation process.

We endorse and follow the numeric rankings in the President's Report on Merit and Equity as follows:

Five: Exceptional - Performance and results consistently exceed commendable levels. A high degree of proficiency is shown in most aspects of performance.

Four: Commendable - Performance and results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance.

Three: Competent - Performance and results are consistently at expected levels. Meets job requirements.

Two: Development Needed - Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required.

One: Unsatisfactory - Performance is consistently below acceptable levels. Performance Improvement Plan is to be established and immediate improvement is required.

The Department makes determinations for meritorious achievement by evaluating on the basis of the faculty member's documented performance in each of these essential areas in relation to criteria defined in this document and in accordance with the Department of Art and Design Faculty Handbook.

The Compensation Committee will be made up of six (6) members of the tenured faculty who will be chosen by vote of the entire ranked faculty of the Department. A committee composed of six faculty members will assure adequate representation of the various areas within our Department, guaranteeing fair and objective evaluation. The term of service on the Compensation Committee is two years, with half the members cycling off every year and half staying on in order to provide consistency from one year to the next. The first year three members will be elected to serve one year and three will be elected to serve two years. Thereafter, three new members will be elected each year to replace the ones whose term has ended. No member of the Compensation Committee may serve for two consecutive terms.

All ranked faculty will submit to the Compensation Committee their materials concerning activities and achievements for the calendar year by the published university deadline and no later than two weeks before the first meeting of that committee. Each Committee member will individually score all candidates in the three areas (teaching, research and service) on a 1 to 5 scale before the first meeting. The accomplishments of each candidate whose scores are not consistent across the Committee will be discussed by the Committee, in order to reach a rating agreed on by all members of the Committee.

Ratings will be turned in to the Department Head along with a short narrative assessment of each individual. The ratings turned in to the Head will be both the numeric average and the whole number (1 to 5) determined by the Committee to be best suited to the individual in each of the three areas.

This information, minus identifying information, will be made available to the entire faculty by the department head in chart form, for the purpose of process transparency.

It is the charge of the Compensation Committee not only to evaluate their peers, but also to evaluate the process by which compensation is awarded and to make recommendations for improvement of that process. It is only through constant revision that this will be a fair and equitable process.

For assistance in preparing your documents for the evaluation process, see the attached instructions and guidelines.

Instructions and Guidelines

The following descriptions are intended to give the applicant a clear sense of the breakdown of the numeric rankings for merit pay. The following criteria are taken from the Art and Design Departmental Handbook and are included as a guide to understanding how the department views the categories of Five through One. Individual faculty members are not expected to engage in all these activities each year.

Five: “Exceptional”

Teaching

Faculty member demonstrates a mastery of the subject matter, clear, effective pedagogical strategies, the ability to formulate goals and strong pedagogical methods, leadership within curricular matters and the ability to innovate beyond minimal teaching assignments. The teacher at the “Exceptional” level maintains, but moves beyond teaching practices at the above-expected level to demonstrate leadership in the area of teaching.

Examples which indicate the ability to move beyond the above-expected level and to demonstrate leadership and the ability to innovate beyond basic teaching assignments might include, but are not limited to:

- Flexibility of presentation as suggested by circumstances.
- Experimentation which leads to growth in teaching concepts and methodology.
- Designing innovative activities in and outside of classes that enable students to work cooperatively or otherwise to contribute to each other’s learning.
- Participation in the major restructuring of existing courses or programs or in the development of new courses and programs.
- Receiving strong positive feedback from peers relating to teaching.
- Organizing and participating in discussions, seminars and workshops in and outside one’s department to share information on learning methods, resources and career opportunities for students.
- Obtaining grants related to teaching.
- Receiving external awards for teaching.
- Achieving recognition for the scholarship of teaching.
- Achieving consistent outstanding student evaluations.

Research/Creative Activity

Documented evidence of activity which establishes the faculty member as one who has contributed to their discipline at the “exceptional” level within a broad definition of scholarship and creative activity. These activities should embody a high level of discipline related expertise, be validated as a scholarly or creative contribution, have significance or impact and may be peer reviewed.

For Art Education Faculty, an “exceptional” level would consist of peer-reviewed scholarly activity at the national or international level. For illustrative purposes only, peer-reviewed national or international presentations, scholarly/creative activity and major publications are possible activities which would clearly constitute “exceptional” activity in the field. However, other means of demonstrating an “exceptional” level in scholarly activity are also acceptable, if a comparable level of achievement and significance can be argued.

In art history, an “exceptional” level would consist of peer-reviewed scholarly activity at the national or international level. For the purpose of illustration only, several different examples of an “exceptional” year would be:

- Chairing a session, symposium, or panel at a major peer-reviewed national or international conference and serving as a presenter or discussant in that session;
- A combination of two different scholarly presentations at two different major peer-reviewed national or international conferences;

- Publication (to include final acceptance in final form by publishers--i.e., “in press”) of two peer-reviewed scholarly articles or chapters in scholarly books or anthologies;
- A combination of a national or international presentation and publication (or “in press”) of a peer-reviewed article in a scholarly journal or chapter in a scholarly book or anthology;
- A major publication such as a scholarly monograph, exhibition catalog, major text, very large article (60+ page manuscript) in a major journal, or very large chapter (60+ page manuscript) in a scholarly book or anthology (--this example should count as “exceptional” for multiple years);

Each of these examples illustrates the sort of activities that would clearly constitute an “exceptional” level in scholarly activity. However, other means of demonstrating an “exceptional” level in scholarly activity are also acceptable, if a comparable level of achievement and significance can be argued and substantiating evidence is provided.

For the studio artist or designer, the “exceptional” level of creative/professional activity for studio artists and designers would consist of a record of peer-reviewed creative/professional activities at the national or international level. The studio artist or designer should be able to demonstrate that he or she has achieved this level of scholarly/creative/professional activity through a combination of wide national or international exhibitions, performances, publications, presentations, consulting activities and/or other forms of broadly defined recognized scholarly activity. However, other means of demonstrating an “exceptional” level in scholarly activity are also acceptable, if a comparable level of achievement and significance can be argued.

Service

Carrying a proportionately greater than average level of departmental responsibilities, such as taking major responsibility for special projects, serving on numerous key committees, or chairing committees, with regular service to the College, University, profession and/or community including some leadership roles, constitutes an above “exceptional” of service.

Four: “Commendable”

Teaching

Faculty member demonstrates a mastery of subject matter, clear, effective pedagogical strategies, and the ability to formulate goals relating to teaching effectiveness and strengthening pedagogical methods. The teacher working at the “commendable” level maintains, but moves beyond the competent level of performance to demonstrate maturity in teaching.

Examples which indicate the ability to move beyond the expected level and to formulate goals and strengthen pedagogical methods might include, but are not limited to:

- The use of current materials, analysis of course outcomes and changing of strategies, etc.
- Regular updating of course content.
- Designing effective, innovative class activities, experiences or projects.
- Utilizing teaching activities that enable students to learn independently through

- discussion and exploration when appropriate.
- Obtaining grants related to teaching.
- Engaging in the scholarship of teaching.
- Consistently achieving positive student evaluations.
- Providing evidence of positive student outcomes.

Research/Creative Activity

Documented evidence of activity which establishes the faculty member as one who has contributed to their discipline at the “commendable” level within a broad definition of scholarship and creative activity. These activities should embody a high level of discipline related expertise, be validated as a scholarly or creative contribution, have significance or impact and may be peer reviewed.

Art Education faculty should be able to demonstrate that he/she has achieved a “commendable” level of scholarly contributions through a combination of presentations, publications, and other peer-reviewed scholarly/creative activity broadly defined. For illustrative purposes only, regional, national or international presentations, publications, or other scholarly/creative activity would clearly meet the “commendable” criteria. However, other means of demonstrating scholarly work is acceptable, if it can be argued that the activity represents a comparable level of achievement. Exceeding the “commendable” level of scholarly activity would be considered “exceptional”.

The art historian would be able to demonstrate that he/she has achieved a “commendable” level of scholarly contributions broadly defined. For the purpose of illustration only, several different examples of a “commendable” year would be:

- A combination of two different scholarly presentations at two different peer-reviewed regional, national, or international presentations (at least 1 must be national or international);
- Publication (to include final acceptance in final form by publishers--i.e., “in press”) of a peer-reviewed scholarly article or chapter in a scholarly book or anthology;
- Obtaining an external research grant or fellowship, engaging in substantial scholarly research, and submitting material for peer-reviewed presentation or publication at the regional, national, or international level;

Each of these examples illustrates the sort of activities that would clearly meet the “commendable” criteria. However, other means of demonstrating a “commendable” level in scholarly activity are also acceptable, if a comparable level of achievement and significance can be argued and substantiating evidence is provided. Exceeding this level of scholarly activity will be considered “exceptional.”

The studio artist or designer will provide evidence that he/she is engaged in scholarship/research/creative activity in which the level of selection and/or recognition encompasses a review process at a wide-regional or national scope of review. This is the “commendable” level of creative/professional activity required of studio artists and designers. The studio artist or designer should be able to demonstrate that he or she has achieved this level of scholarly/creative/professional activity through a combination of wide regional, national or international exhibitions, performances, publications, presentations, consulting activities and/or forms of broadly defined recognized scholarly activity. Exceeding this level of scholarly/creative/professional activity will be considered “exceptional.”

Service

Carrying a proportionately greater than average level of departmental responsibilities, such as taking major responsibility for special projects, serving on numerous key committees, or chairing committees, with regular service to the College, University, profession and/or community including some leadership roles, constitutes a “commendable” level of service.

Three: “Competent”

Teaching

The faculty member demonstrates a developing mastery of content and clear, effective pedagogical strategies, demonstrating competence in teaching relative to Department, College and University criteria. Examples which indicate a mastery of content and clear, effective pedagogical strategies should include, but are not limited to:

- Communicating and consistently applying clearly defined standards of performance.
- Demonstrating a clear and coherent approach to instruction, classroom and homework activities.
- Fostering intellectual curiosity and openness to diverse ideas.
- Promoting and reinforcing critical thinking.
- Maintaining reasonable performance expectations, academic integrity, treating students fairly and as unique individuals and developing evaluations that accurately reflect student learning.
- Achieving satisfactory student evaluations.
- Demonstrating satisfactory student outcomes.

Research/Creative Activity

Documentation of scholarly activity clearly indicates meeting performance expectations at the minimum “competent” level defined within Departmental policies established for the various classifications of scholarship. These are the sorts of activities that would clearly constitute a “competent” level in scholarly activity. However, other means of demonstrating this level in are also acceptable, if a comparable level of achievement and significance can be argued and substantiating evidence is provided.

Art education faculty will provide evidence of scholarly activities that have the potential for peer review. This is the “competent” level of scholarly activity. The art educator should provide evidence of peer-reviewed scholarly and creative activity that would include presentations of scholarly work at state, regional, national, or international conferences, articles written and being submitted for publication and other evidence of scholarly activity broadly defined. Additionally, involvement in state, regional, national or international exhibitions would be considered valuable.

The art historian will provide evidence that he/she is engaged in scholarly activity broadly defined that has the potential for peer review, to be at the “competent” level. For the purpose of illustration only, several different examples of a year at the “competent” level would be:

- A peer-reviewed regional, national, or international presentation;
- Submitting a scholarly article or chapter in a scholarly book or anthology for peer-reviewed publication;
- Providing evidence of substantial scholarly activity (research and/or writing) to be submitted for peer-reviewed publication;

Each of these examples illustrates the sort of activities that would clearly meet the “competent” level of scholarly activity. However, other means of demonstrating a “competent” level in scholarly activity are also acceptable, if a comparable level of achievement and significance can be argued and substantiating evidence is provided.

The studio artist or designer will provide evidence that he/she is engaged in research/scholarship/creative/professional activity in which the level of selection, peer review and/or recognition encompasses a review process at a local, state or regional level outside the University. This is the “competent” level of creative/professional activity required of all studio artists and designers.

Service

Faculty member carries the “competent” share of Departmental responsibilities, with occasional service to the College, University, one’s profession and/or the community.

Ranking of Two or One:

Individuals who have not met departmental expectations in the areas of Teaching, Research/Creative Activities or Service will be assigned a ranking of Two or One. The assigning of a Two indicates that an individual is operating below departmental expectations but shows future promise, while a One ranking indicates operating far below departmental expectations.

Two: “Development Needed”Teaching

The faculty member demonstrates an inadequate grasp of content and/or of clear, effective pedagogical strategies. Fails to meet Department expectations, but demonstrates promise for future achievement.

Research/ Creative Activity

Evidence indicates an inadequate contribution to one’s discipline, failing to meet Department expectations, but demonstrating promise for future achievement.

Service

Evidence of inadequate service to the Department, College, University, profession or community in which the faculty member demonstrates contributions which require leadership skills recognized by peers, but demonstrating promise for future contribution.

One: “Unsatisfactory”Teaching

The faculty member demonstrates an inadequate grasp of content and/or of clear, effective pedagogical strategies. Fails to meet Department expectations and demonstrates little promise for future achievement.

Research/Creative Activity

Evidence indicates unsatisfactory contributions to one,s discipline, failing to meet Department expectations and demonstrating little promise for future achievement.

Service

Evidence of inadequate service to the Department, College, University, profession or community in which the faculty member demonstrates contributions which require leadership skills recognized by peers and demonstrating little promise for future contribution.