



**UNIT STANDARDS REVIEW
SIGNATURE FORM**

Department of: School of Visual and Media Arts

Year: 2021-2022

1) Department Chair:

Kevin Bell

10/13/2021

Signature

Date

2) Dean:

Laurie Baefsky

10/25/2021

Signature

Date

3) Chair, UM Unit Standards Committee:

Signature

4/28/2022

Date

4) Provost and Vice President for Academic Affairs:

4/28/2022

Signature

Date



SCHOOL OF VISUAL AND MEDIA ARTS
UNIT STANDARDS
(2022)

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1. GENERAL STATEMENTS

1.MISSION STATEMENT

The mission of the School of Visual and Media Arts is to educate and engage the next generation of artists and storytellers in a wide variety of creative practices and research. SVMA strives to promote a holistic, cross-disciplinary approach and foster diversity and inclusion in the study, creation, and dissemination of arts and media.

Central to this mission are opportunities to create original works, gain proficiency with a diversity of creative processes (narrative, audio, and visual; in both digital and material systems), critically analyze artworks and media past and present, collaborate within and across artistic disciplines, and research the contextual and cultural history of art, design, and media. We lead - and teach students how to lead -- through excellence in creative scholarship and research.

Our students develop critical and creative thinking skills, cultivate an informed aesthetic, build proficiency in various modes, methods, technologies, and forms of expression, and gain the ability to assess, articulate, and evaluate a broad range of arts and media.

2.DEGREE OFFERINGS

The School of Visual and Media Arts (SVMA) offers professional and liberal arts education in the visual and media arts at the undergraduate and graduate level. Our goal is to provide comprehensive and integrated instruction in Art Studio, Media Production, Game Design, and Art History/Criticism. Course work in the Bachelor of Fine Arts and the Master of Fine Arts degree programs strives to render intensive professional training for students interested in a career in creative fields. Students pursuing a liberal arts education with an emphasis in the visual and media arts are served by our Bachelor of Arts and Master of Arts degrees. Academic minors in Art Studio and Art History/Criticism are also available to students. Teaching licensure preparation is offered as an option for students seeking to teach in K-12 public and private schools.

3.INSTRUCTIONAL WORKLOAD

As per CBA 6.210 deans are responsible for assigning faculty-teaching workload, subject to the approval of the Provost, giving consideration to the recommendation of the school director. Normal teaching load for tenured and tenure track faculty in the School of Visual and Media Arts is 9 credit hours of classes or its equivalent per semester and the teaching load of the director is at the discretion of the dean. In addition, all faculty members are expected to be active in research/creative activity and assume community engagement and service responsibilities to the department, university, and state. Increased instructional duties may modify research/creative scholarship and service expectations at the discretion of the director and dean.

4. TERMINAL DEGREE

All faculty members at the rank of Assistant Professor or higher must have an earned a terminal degree or equivalent professional experience, which includes but not limited to artistic, research, and professional advancements in the visual and media arts at the local, state, national and international level. If equivalency cannot be established, the candidate cannot be hired at, or promoted to a rank above instructor. Equivalency is defined as a faculty member who holds a Master's degree and has established significant professional status in one of the arts associated with the Visual and Media Arts and who has a continued, well-established national reputation for excellence in their professional work.

5. DUTIES OF THE SCHOOL OF VISUAL AND MEDIA ARTS DIRECTOR

The school director shall be appointed and evaluated in a manner consistent with the role of chairperson as outlined in CBA16.200, 16.210 and 16.240. The duties of the director are outlined in CBA 16.220. They include responsibility for budget, curriculum, course assignments, personnel matters, facilities, community engagement, student issues, departmental concerns, etc., which are all subject to the authority of the dean.

2.PROCEDURE FOR FACULTY ADVANCEMENT

This statement focuses primarily upon the procedures and standards for evaluation of the faculty of the School of Visual and Media Arts and assures the context of the current Collective Bargaining Agreement (CBA), especially Articles 9 and 10. For full details of the university evaluation procedures faculty should study the CBA sections 10.200 through 10.340.

Full-time faculty are evaluated on the basis of their assigned duties and any terms specified in the letter of appointment shared by the Director of SVMA to the FEC. The CBA and the Unit Standards defines the expectations for teaching, research/creative activity, and service, and will be used by the Faculty Evaluation Committee as the basis for assessing annual productivity and may be used to assess progress toward tenure and promotion. All promotions are based on evidence of continuing significant contributions to this institution by the applicant and are not considered to be the automatic consequence of years in rank.

2.1.NON-TENURABLE APPOINTMENTS

This section applies to those holding non-tenurable appointments who are included in the bargaining unit as defined in CBA Section 3.100 and 9.110. Non-tenurable appointments include lecturers, adjunct faculty at any rank, and visiting faculty at any rank. The faculty member must present evidence of significant contributions as a teacher, demonstrated potential value to the profession and the University which can include work that diversifies curricular topics as it relates to traditionally underrepresented groups locally, regionally, nationally and internationally. If research/creative activities and service are part of a non-tenurable faculty's contract, these must be addressed as well and can also include but is not limited to research and service that demonstrates mentorship, internship, independent study, and community engagement for students throughout the state, region, and nation.

2.2.ASSISTANT PROFESSOR

An Assistant Professor should hold the appropriate terminal degree from an accredited institution or equivalent experience. At this level, the faculty member must present evidence of professional growth as a teacher, demonstrated potential value to the profession and the University through contributions in research/creative activity, and service to the school, institution and local and professional community. This evidence can include areas of growth in teaching, research, and service as it pertains to serving a diverse group of students regardless of their race, ethnicity, gender identity, sexual identity and/or socio-economic background. This can include but is not limited to mentorship, internship, independent studies, faculty training on diverse topics, and curricular development.

2.3.ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

For promotion of rank, an external review process is required (Please see section 2.6). An Associate Professor must have all qualifications for the previous rank, and an established record of professional growth as a teacher which can include but is not limited to attending teaching conferences, speaking or presenting at conferences, initiating course offerings focusing on diversity, equity and inclusion for underrepresented students, creators, and artists.

In addition, acceptance as a senior member of the faculty through mature work in research, scholarship, or creative activity in their given field including but not limited to creating work for display or performance locally, regionally, nationally or internationally, writing and publishing research papers as the primary investigator or co-primary investigator, or establishing programmatic opportunities to enhance student engagement and interest in their field. An Associate Professor should also demonstrate service to the institution, profession, and society, including the citizens of Montana, and recognition from regional and/or national professional organizations which can include but is not limited to serving on university committees, national committees, and international committees that serve not only their given field, but also those areas which promote mentorship with junior faculty, non-tenured faculty, undergraduate and graduate students from underrepresented groups. The faculty member must serve for a minimum period of four years as an Assistant Professor before promotion to the rank of Associate Professor.

2.4.ASSOCIATE PROFESSOR TO FULL PROFESSOR

For promotion of rank, an external review process is required (Please see section 2.6). A Professor must have all qualifications for the previous rank and present evidence of attainment of full professional maturity and leadership as evidenced by significant continuing contributions as a teacher which can include but is not limited to creation of certificate programs, micro-credentials, a new program, concentration or track. A Professor can also provide a complete re-examination of the curriculum in a degree program, concentration or track to include diverse perspectives, backgrounds and ways of knowing. A Professor must demonstrate continuing national and/or international recognition in the faculty member's discipline and research/creative area. Professors should demonstrate clear, active, and ongoing service to the institution, profession, and community, including the citizens of Montana, which can include but is not limited to university faculty committees, union committees, special appointments, graduate thesis chair committee, school directorships, access, equity and inclusion committee membership. Three external peer review letters are also required substantiating appropriate research/creative scholarship and/or public recognition as outlined in CBA 10.110d. A minimum of five years in the rank of Associate Professor is required before promotion to the rank of Professor.

2.5.CRITERIA FOR TENURE

Recommendation for continuous tenure in the Visual and Media Arts Program will be based on the following (See CBA 9.310 - 9.340):

1. Possession of a terminal degree or its equivalent in the faculty member's area of expertise.
2. Completion of five years in academic rank, at least three of which must be at the University of Montana, before application for tenure.

3. The applicant should hold the minimum academic rank of associate professor, although faculty may apply for tenure and promotion to associate professor simultaneously.
4. Continued evidence of teaching effectiveness in the faculty member's area of professional expertise which can be documented through evaluations, student feedback, faculty feedback, and mid-semester evaluations at an Above Normal or Outstanding level.
5. Demonstrated accomplishments and prospects for professional growth which should include but is not limited to activities in creative work demonstrated over multiple years, and/or significant research through papers or other publications, speaking engagements, and/or involvement in professional societies as the chair or other leadership positions for multiple years, and/or receipt of multi-year grants, contract, fellowships, and other awards from the university, regionally, nationally, or internationally.
6. Three external letters are required to demonstrate peer-review of research/creative activity and/or contribution to the professional field.
7. Record of continuing service to the faculty, school, and local and professional community.

2.6.EXTERNAL REVIEW PROCEDURES FOR TENURE AND PROMOTION

In cases of tenure review and application for promotion of rank, an external review process is required. The steps and timelines for external review are outlined below:

1. The tenure candidate informs the SVMA Director of the intent to apply for tenure by April 1 of the academic year prior to application.
2. The Director identifies five names of potential external reviewers by May 1 of the academic year prior to application. Reviewers should be familiar with the candidate's scholarship or areas of expertise but should not be in the role of the candidate's mentor, co-author, or collaborator.
3. The Director sends out the requests for review to potential reviewers by May 5. The goal is to secure commitment for a minimum of three reviews. If the Director is not able to secure commitment from potential reviewers, the Director will request additional names and will make additional requests.
4. The Director writes and sends the reviewers a summary of the candidate's achievements and research/creative activity by June 1. All reviewers receive the same packet of materials. The Director provides the reviewers with a copy of the SVMA Unit Standards and instructs reviewers to assess the candidate's materials based on the SVMA standards for tenure and promotion.
5. The Director requests reviewers to submit written reviews addressed to the SVMA Director. The SVMA Director provides the review letters to the FEC.

- a. The letters become part of the IPR record and are available to the candidate. As stated in CBA 10.240, any material solicited must be made available to the candidate within five working days of its inclusion.

2.7. THIRD YEAR TEACHING REVIEW (UNIT REQUIREMENT)

After three years of service, the probationary faculty member will schedule an observation of one of their classes by a tenured faculty member as a continuation of mentorship and to address any retention issues that may arise.

1. A senior faculty will serve as reviewer, and attend one of the probationary faculty member's classes and write an evaluative letter on their visitation. Criteria for evaluation will include but is not limited to instructor engagement, student engagement, breadth and depth of topics covered, the modality of the classroom, and any impediments preventing the instructor from being more effective.
2. The probationary faculty may select which class to observe. In addition, the probationary faculty may provide other relevant information (syllabi, course assignments, etc.) to facilitate the review.
3. Before finalization of the report, the probationary faculty will be given the opportunity to correct errors, add information, or request changes to the report.
4. On completion of the review, the reviewer will furnish copies of the written report to the probationary faculty member, FEC and the school director.

This review process is not required of new appointments at the Associate or Professor rank who have 3 years of prior experience applied towards Tenure, as stated in their letter of hire.

2.8.FIFTH YEAR PRE-TENURE REVIEW (OPTIONAL)

The pre-Tenure Review is designed to assist the faculty member in assessing their strengths and identifying areas of concern. If a member of the unit is seeking Tenure, they may choose to initiate a Pre-Tenure review in their fourth year. To do so, he or she must submit in writing a request to the Director by October 15 of their fourth year. Either the Director or a director-designated tenured faculty with relevant expertise will write a review. A satisfactory pre-Tenure Review in no way guarantees the applicant Tenure.

2.9.CRITERIA FOR SALARY DETERMINATION

(See CBA, section 10.110)

1. **Merit Award:** Above normal performance in at least two of the three areas--teaching, creative work/research, and public service; or normal performance in at least two areas and outstanding performance or special recognition in at least one of these areas. The burden of bringing forward evidence of teaching effectiveness, research/creative work, or public service activities rests on the faculty member.

2. **Normal Increment:** The performance of the majority of faculty members will generally be evaluated as normal. A faculty member will be expected to grow in value to the institution and will be rewarded with a normal increment to their salary.
3. **Less-than-Normal Increment:** A recommendation for less-than-normal may be given to a faculty member who consistently refuses to work in accord with department and/or university policies, is irresponsible in their teaching duties, or habitually lacks fitness to perform the duties expected of their position. Three less-than-normal recommendations will lead to a tenure review. See Article 17.000 of the CBA.

It is understood that the absence of performance in any one or two of the areas of teaching, research or creative work, and public service does not justify a less-than-normal increment, if the quantity of performance in the remaining area or areas is proportional to the FTE of the appointment, and if the quality of performance in the remaining area or areas is at least normal, and if the individual has assigned duties solely in the remaining area or areas.

Note: The dean, in consultation with the director may recommend to the provost any percentage of salary adjustment of a normal increment awarded in a given year that they determine as appropriate when a less-than-normal is awarded.

2.10.THE EVALUATION PROCESS

Timetable for Evaluation Process

September 15: Election of the Faculty Evaluation Committee (FEC) typically consisting of three to five full-time faculty members. The faculty will also select a student representative to the FEC. The FEC will elect a chair. All faculty members in the review cycle must indicate what type of action, if any, they are seeking (Normal, Merit, Tenure, or Promotion).

September 15: Selection of the Student Evaluation Committee (SEC) faculty observer, and selection of SEC.

October 15: SEC reports are due to the FEC.

October 15: All Individual Performance Records are due in the department office.

November 15: FEC reports due to the school director.

December 15: Director's evaluation is due to the Dean of the CVPA.

February 15: Dean's evaluation is due to the Provost

2.10.1.Individual Performance Record (IPR)

The Individual Performance Record represents the faculty member's complete documentation or evidence of performance for the period under review, and required by applicable sections of the CBA and SVMA Unit Standards. Faculty members can find a sample suggested format in the IPR Handbook

2.10.2.The Student Evaluation Committee (SEC)

The role of the Student Evaluation Committee is to provide meaningful feedback to the faculty member and the School of Visual and Media Arts regarding the quality of instruction provided by the teacher. The Student Evaluation Committee does not respond to any “requests for action or advancement by a faculty member.” The SEC’s task is to evaluate a faculty member’s abilities regarding teaching and to assess the quality of instruction offered based on student evaluations, mid-year assessments or other external assessments that have been done throughout the year. The SEC may seek other relevant evidence from students. The SEC evaluations contribute to a faculty’s evaluation, but do not singularly determine advancement or other actions.

It is the policy of the School of Visual and Media Arts to request evaluations of faculty performance by students. In order to ensure freedom of expression, SEC members shall be guaranteed the anonymity of their input without fear of faculty reprisal. No student may be penalized, harassed, approached, or denied fair treatment as a result of participation on the SEC. It is the responsibility of the Director of the School of Visual and Media Arts to maintain this policy.

Consistent with CBA 10.220, the “Student Evaluation Committee (SEC) shall consist of at least three (3) but no more than seven (7) students who are majors and/or graduate students in the respective unit.” These members shall be appointed by the School of Visual and Media Arts. The School of Visual and Media Arts will solicit recommendations for student members from the faculty and make every effort to appoint students to the SEC who represent different areas of study within the School of Visual and Media Arts. At least one graduate student must serve on the committee. Members of the SEC will elect a committee chair from their membership.

The SEC also includes in its membership a faculty observer elected by the full faculty by September 15. They shall enjoy all rights of full participation and access to information, except voting. SEC reports shall be submitted by October 15 each year to the Program Coordinator of the School of Visual and Media Arts. No faculty member can serve for more than two consecutive years.

In order to assist members of the SEC in the successful completion of faculty evaluations, the faculty representative will provide a list of guidelines and responsibilities at the first meeting. This will include, but not be limited to, the following:

- a. a list containing the names of faculty members to be evaluated.
- b. course evaluation forms for each faculty under review. Each term under review must be represented by a course evaluation from regularly assigned courses. Faculty under review must inform the SVMA Program Coordinator which course evaluations to send to the SEC.
- c. photocopies or electronic copies of pages from the section of the CBA dealing with the responsibilities and expectations of the SEC.

The SEC shall neither review the documentation in the Individual Performance Record (IPR) prepared by the faculty member, nor have any responsibility for application of Unit Standards. According to CBA 10.220 “The committee shall review course evaluations and may seek or receive relevant evidence from students who have taken courses from or have been advisees of

the faculty member being evaluated.” The SEC failing to evaluate a professor is not grounds for a problem (see 10.230).

Required Guidelines for Writing SEC Reports

Reports will be typed in 10-point Arial font and cover the same areas and questions, use numbers, and list specifics in consistent terms for all faculty members. All faculty members will be referred to by their formal title in the reports, e.g. Assistant Professor Smith, Associate Professor Smith, or Professor Smith. Reports should include:

- a. Opening Statement: The SEC report will list courses evaluated.
- b. Summary of Course Evaluation Forms: The SEC report will include a statement defining the Summary Rating System and include the faculty member’s rating. Statement to be used: “The Summary Rating System is the average of ‘good’ to ‘excellent’ responses for questions 1-3 on the School of Visual and Media Arts’ evaluation forms”. Students will add up all the numbers for questions 1-3 and then divide by three to obtain the Summary Rating.

Example:

	Excellent	Very Good	Good	Fair	Poor	Very Poor
Question #1	32%	32%	10%			
Question #2	29%	31%	25%	10%	5%	
Question #3	60%	20%				
Total only those from the excellent, V. Good & good.	121	83	35	=239 divided by 3 = 79.6 Summary Rating is then 79.6 positive responses.		

All SEC reports will contain only one Summary Rating for a particular faculty member. If a faculty member is submitting evaluation forms for several years, the SEC will average all years to achieve one over-all Summary Rating for that faculty member. The SEC may not average individual years and/or submit multiple Summary Ratings, and they may not average lower-versus upper-division courses or graduate courses.

- a. Summary of student comments: The SEC report will reflect overall trends and proportionally represent the written comments submitted by students (e.g. if a faculty member receives a majority of positive comments, and only one or two negative comments on their evaluations, the SEC report will reflect this and not overly emphasize the minority comments).
- b. Summary Statement (See the Sample SEC Report in Appendix C.)

2.10.3.Selection of the Faculty Evaluation Committee

For continuity, the Chair of the FEC will be a member of the next year's FEC when possible. In cases where conflicts may arise due to sabbaticals, leave of absence, and other actions, the FEC should strive for the following priorities:

- a. 3-5 Tenured or Tenure-Track members of the unit must serve on the FEC on a rotational basis.
- b. The FEC election process shall strive to compose of a diverse, inclusive, and equitable committee representative of the current faculty.
- c. The unit faculty will elect a student representative who may or may not serve on the SEC to serve on the committee as a non-voting member.
- d. The FEC is responsible for electing the committee's chair.

2.10.4.Roles and Responsibilities of the FEC

(From CBA 10.230) The FEC "shall apply the unit standards to review the performance of each faculty member in the unit and make a written recommendation with justification...(which) specifically addresses: (1) retention, (2) salary increment, (3) promotion, and (4) tenure"

Incomplete or non-conforming materials: The FEC will review all materials for completeness. The chair of the FEC will alert the faculty member to the problems in writing, and he or she will have two days to re-submit after notification. The SVMA Program Coordinator will provide a list to the FEC of those members who submitted incomplete or late materials. The FEC will not consider additional unsolicited materials submitted after the deadline. The FEC is NOT allowed to rank Merits or Promotions as affirmed by the University of Montana Unit Standards Committee and the Union. Ranking by the FEC is not part of the process allowed in the CBA.

2.10.5.Guidelines for Writing FEC Reports

The FEC shall determine through IPR documentation the value and stature of each member's contribution to their professional field. (e.g. the relative importance of exhibitions in major museums, galleries, or other venues; nature of contributions in art critical fields; publications, and/ or awards). The SVMA Unit Standards serve as the primary guideline for the FEC, but information in the CBA is also pertinent. Reports should include:

Opening Statement: This statement outlines the FEC's recommendation (Less-Than-Normal, Normal, Merit, Tenure, Promotion based on area/s). Terms: (Outstanding, Above Normal, Normal, Less-Than-Normal). If documentation remains incomplete after the two-day revision period, the FEC may elect to withhold support for the requested action.

Teaching: This section refers to the SEC report, includes the Summary Rating System, and outlines activities. It includes: total numbers of regular courses taught, thesis committees, graduate/undergraduate independent studies, and internships (only credit), and other student-instructional committees when applicable. It notes the number of assigned advisees/mentees provided by the School of Visual and Media Arts Administrative Associate and includes any additional teaching activities (see Categories & Definitions section).

Research/Creative Activity: This section includes total number of each type of activity, and significance. Also indicates specifics of activity: whether local, regional, national or international; juried, invitational, etc. It includes only those items completed during the evaluation period and does not include upcoming activities. Examples of additional research/creative activities which can be mentioned are listed in Criteria and Standards.

Service: This section includes: total number of committees; list of the committees by name; level of committee (School of Visual and Media Arts, university or professional service); and position (chair, officer, etc). Examples of additional service activities which can be mentioned are listed in Criteria and Standards.

Summary: This section re-states the FEC's recommendation using the following terms: Strongly Support, Highly Support, and/or Support, based on the area(s) of Teaching, Research/Creative Activity, and Service. (see Suggested Submission Format section).

Additional notes:

1. Reports will be typed in 10-point Arial font and include only those items and activities that were completed within the evaluation period (September 1 - August 31).
2. Reports will not list upcoming exhibitions, events, publications, or lectures, as these items can be listed on future IPRs. If an item or activity was listed as part of a successful advancement application, it cannot be used again, even if some of the actual date falls within the new evaluation period. Any criteria being used for evaluation must be applied equally to all members being evaluated.
3. Reports will cover the same areas, use total numbers, and list specifics in consistent terms for all faculty members.
4. All members will be referred to by their formal title in the reports, e.g. Assistant Professor Smith, Associate Professor Smith, or Professor Smith.
5. Faculty should consider below criteria as guidelines and examples for the activities, not as a checklist. These are the minimum standards required to achieve a Normal Increment. For Promotion, Tenure or Merit, the faculty member must significantly exceed these minimum standards.
6. All members of the FEC are required to read the full files for all faculty requesting action. (Tenure/promotion/merit)
7. Should a faculty member be judged Less-Than-Normal in one or more areas, the FEC will make recommendations for improvements.

8. If a faculty member will be pursuing Tenure or Promotion in the next few years, the FEC should make special note of areas to be further developed (e.g. Teaching, Research/Creative Activities and/or Service).

Evaluation periods. Each year under review encompasses the following months.

Fall	Sept 1	Oct	Nov	Dec				
Spring	Jan	Feb	Mar	April	May	June	July	Aug 31

2.10.6.Required Guidelines for Writing Directors Reports

The Director's evaluation of the faculty will follow the same basic format as the FEC report, with additional attention to the guidelines presented in the CBA.

The Director will provide a ranked list of those requesting Merit to the Dean, (promotions/tenure reviews are not ranked). If requested, the Director will also provide a copy of the Director's rankings to those members going for Merit.

2.10.7.Evaluation of the Director

As outlined in the CBA (16.230, 16.240) the administrative performance of the Director is subject to review by the Dean at any time.

The FEC evaluates the Director as a faculty member during its regular faculty evaluation process, following the schedule established by the CBA and the Unit Standards. One section of the FEC Report will specifically address the performance of the duties of the Director.

3.CRITERIA AND STANDARDS FOR EVALUATION OF FACULTY ADVANCEMENT

Any recommendation for tenure, promotion, or merit will address the three major areas of faculty responsibilities: teaching, research/creative work, and service. The responsibility for providing evidence and documentation that one has met the school's unit standards for advancement and salary determination lies with that faculty member.

It is understood that there may be additional activities that are not included in the following lists, and that there are always special circumstances. In ALL instances, it is the responsibility of the faculty member to write a rationale, stating the significance of their submission, and include supporting documentation for the activity. It is the responsibility of the faculty member to thoroughly document the significance of the accomplishment to assist the FEC in making an accurate assessment of the contribution. The FEC shall determine through this documentation the value and stature of each member's contribution to the subject of art. The burden of bringing forward evidence rests with the faculty member.

3.1.TEACHING EFFECTIVENESS

Excellent teaching involves the imparting of knowledge, as well as the development of experiences that allow the demonstration of students' skills through the process of creative production and articulate communication. It further involves the building and honing of the students' artistic judgment and requires a broad commitment to the students' growth as critical, innovative thinkers, both within their particular disciplines, and in the broader cultural context. This includes both specific curriculum in Visual and Media Arts and the broader principles of general education courses offered at the University of Montana. The School of Visual and Media Arts faculty has the responsibility to be knowledgeable, perceptive, and caring as they serve as teachers, role models and mentors. They are expected to set high standards of artistic excellence, scholastic rigor, and discipline and to provide an ongoing inspiration and challenge for their students.

The following matrix delineates FEC expectations as to what constitutes normal, above normal, and outstanding teaching. *Note: except for Normal, this is a sampling of possible ways of achieving each category and is not seen as a comprehensive list.*

3.1.1.Normal

Faculty members will:

- Create and submit clear and well-constructed syllabi.
- Provide clear learning outcomes, criteria and on-going assessment for the development of each individual student.
- Teach effectively through methodologies appropriate to the given class.
- Provide evaluative evidence of teaching effectiveness in the form of student evaluations. Faculty may also include faculty evaluations, and other peer evaluations.
- Be knowledgeable and demonstrate continued growth in the subject area.

- Foster a classroom environment consistent with The University of Montana's policy on cultural diversity, respect for differences, and academic fairness.
- Re-evaluate and update courses using scholarship, technology and/or other relevant data.
- Maintain regular, weekly office hours and be accessible to students by appointment.
- Be active and present for their students' exhibitions, presentations, screenings, and projects.
- Participate regularly in the assessment of their student's work within the entire school, whether in-person or online (examples: Pre-Candidacy, BFA review).

3.1.2.Above Normal

Meets expectations listed under Normal, plus activity in one or more of the following:

- Teach an existing course for the first time.
- Sponsor a visiting scholar/artist.
- Organize a field experience for students locally or regionally.
- Participate in the continuous review and assessment programs within the school to ensure that students are being accurately represented in the coursework that is being delivered.
- Engage in collaborative efforts with colleagues within the school that enhance teaching.
- Redevelop, redesign, and implement a course that introduces cultural diversity throughout the subject material

3.1.3.Outstanding

Meets expectations listed under Normal, plus significant activity in one or more of the following:

- Designing, developing, and implementing a new course or program that significantly enhances opportunities for student learning as evidenced by but not limited to student credit hours, majors, or minors. Courses or programs can include but are not limited to areas in which cultural significance is addressed, diversity of perspectives are integrated and topics surrounding equity are included.
- Provide evaluative evidence of teaching effectiveness in the form of student evaluations for two more courses taught in a review period. Faculty may also include faculty evaluations and peer evaluations.
- Awards or recognition for teaching at the collegiate, state, regional, or national levels.
- Expand into new subject areas.
- Organize a field experience for students nationally or internationally.
- Supervising student work outside of course expectations such as screenings, projects, field experiences, independent research, and competitions.
- Use innovative technology in effective ways. Expand abilities in the use of appropriate software programs. Create new instructional materials for publication and/or curriculum development for school use.

- Engage in collaborative efforts outside of the school: e.g., guest workshops, demonstrations, and instructive performances.
- Give significant extra time to the preparation and promotion of student screenings, exhibits and presentations.

3.3.RESEARCH/CREATIVE ACTIVITY

Each faculty member is expected to maintain and further their own professional growth in their own discipline and to engage in the exchange of ideas with colleagues, both within the school and college, and reaching into the broader cultural environment. Faculty members have a responsibility to themselves and their professional field to participate in creative production, self-assessment and to be actively involved in scholarly growth and innovative thinking.

The evaluation of these activities will be affected by the stature of publications, venues of presentation, nature of materials published, significance of the professional papers, workshops, panels, and significance to the work of furthering the advancement of the School of Visual and Media Arts as deemed appropriate by the FEC.

Note: Below is sampling of possible ways of achieving Normal, Above Normal or Outstanding for Research and Creative Scholarship, and is not seen as a comprehensive list.

3.3.1.Normal

Faculty member demonstrates activity in two or more of the following:

- Present research, paper, workshops, lectures at conferences galleries, universities, festivals, at the local or state level.
- Solo or group exhibition, screening, performance or publication at the local or state level (invitational/juried/peer-reviewed).
- Publish reviews, articles, papers, in local or state publications.
- Continue research into the artistic and academic applications of new technologies including production equipment, hardware, and software.
- Premier a new work locally.
- Maintain and improve production, performance and creative activity through rehearsals, research, and continuing education in solo and/or collaborative projects.
- Receive positive peer-evaluation or reviews of creative projects by UM colleagues and/or community members considered leaders in the field.
- Receive invitations to appear at local and state schools and/or organizations as guest artist.

3.3.2.Above Normal

Meets expectations listed under Normal, plus activity in one or more of the following:

- Present research, a paper, a workshop and/or lectures at conferences, galleries, universities, festivals, or other professional institutions/events at the regional level, which can include, but is not limited to cultural diversification within the arts.
- Solo or group exhibition, screening, performance or publication at the regional level, (invitational/juried/peer-reviewed) which can include, but is not limited to cultural diversification within the arts.
- Apply and/or receive an award or grant from UM (internal).

3.3.3.Outstanding

Meets expectations listed under Normal, plus significant activity in one or more of the following:

- Present research, paper, workshop and/or lectures at conferences, galleries, universities, festivals, or other professional institutions/events at the national or international level, which can include, but is not limited to cultural diversification.
- Solo or group exhibition, screening, performance or publication at the national or international level (invitational/juried/peer-reviewed), which can include, but is not limited to cultural diversification within the arts.
- Publish reviews, articles, papers in, national, or international publications, which can include, but is not limited to cultural diversification within the arts.
- Documented contribution to the development, exhibition, publication, presentation, or exploration of new technologies such as production equipment, hardware and software.
- Procure grants or commissions outside the University.
- Significantly improve production, performance and creative activity in solo and/or collaborative projects by making it more accessible, available and efficient as measured by time and cost.
- Receive positive peer-evaluation or reviews of creative projects by nationally or internationally published reviewers.
- Receive invitations to appear at regional, national or international events as a guest artist.
- Receipt of an external award, grant or fellowship at the regional, national or international level.
- Finalist in, or winner of a regional, national or international competition.
- Recipient of a competitive University award.
- Establish a significant online presence in professional-related websites, blogs and social media as measured by but not limited to viewership, time spent viewing, sharing, or re-sharing.

3.4.SERVICE

The School of Media Arts faculty recognizes the obligation to serve in their professional capacities as contributing members of their diverse communities. They are expected to further the goals and objectives of their school, college, and university and participate in community engagement and recruiting activities that promote the role of the arts in society. The burden of bringing forward evidence of service activities rests with the faculty member. The evaluation of the quality of the service efforts rendered by a faculty member should be made by the FEC as to its significance. In a manner consistent with CBA 6.200, criteria for evaluation of such service will be based on the following perceptions of significant contributions in the areas of the arts, education, and general citizenship:

3.4.1.Committee Assignments

All Unit Faculty are expected and required to serve on a minimum of two School of Visual and Media Arts or University-wide committees, or one of each. The School of Visual and Media Arts office staff will provide a list of the Faculty's committee assignments each fall semester. As new committees are formed, faculty with fewer assignments may be assigned committee duties by the Director. Committees will set up an alternating meeting schedule to accommodate all members of the committee equally. If a faculty member fails to adequately fulfill committee duties, either by habitually missing meetings and/or deadlines, or not effectively participating in the functions of the committee, this failure may be the basis for a Less-Than-Normal evaluation in the area of Service.

Note: except for Normal, this is sampling of possible ways of achieving each category and is not seen as a comprehensive list.

3.4.2.Normal

Faculty members will engage in the following:

- Regularly attend scheduled school meetings.
- Serve and participate in a minimum of two School of Visual and Media Arts or University-wide committees, or one of each per year.
- Regularly attend SVMA sponsored events.
- Participate in efforts to recruit, retain, persist, and complete students from a diverse set of backgrounds.
- Participate in school and university assessment and accreditation activities.
- Assist and advise colleagues in areas of personal expertise.
- Maintain current curriculum vitae.
- Contribute to school website and/or social media.
- Represent the school in community and educator engagement.
- Maintain a professional relationship with faculty and administrators.
- Each faculty member is expected to have a deep interest in students' progress and welfare as outlined in CBA 6.200 and in the standards below.

- When a professional advisor is employed, the faculty member is required to provide mentorship duties to students:
 - Mentor students responsibly.
 - Be knowledgeable of degree and general education requirements.
 - Assist mentee in career guidance.
 - Be available to students and colleagues for consultation, informed advice, or collaborative projects regarding advising.
 - Write student recommendations when requested.
- The professional advisor will perform the following duties. When no professional advisor is employed, faculty (per the CBA) are expected to provide advising duties. These duties include those outlined above under mentorship as well as the following:
 - Advise students responsibly.
 - Meet with advisees each semester to guide in selection of classes to meet degree requirements.
 - Maintain a file for each advisee which includes an updated curriculum sheet or other UM advising systems.
 - Assist advisee in career guidance.
 - Advise students with sensitivity to their special needs.
 - Distribute advising pins to students.

3.4.3 Above Normal

Meets expectations listed under Normal, plus significant activity in one or more of the following:

- Chair of a School of Visual and Media Arts or University committee.
- Serve on a local board as it relates to their field of expertise.
- Serve on a University or campus-wide committee and/or perform other university service including, but not limited to committees that focus on promoting diversity, equity and inclusion on campus.
- Participate in local and state adjudication and review.
- Provide the state and region with community/educational engagement as clinicians, guest lecturers or in other teaching, judging, or consulting capacities.
- Maintain memberships and participate in appropriate professional local, state, and national organizations.

3.4.4. Outstanding

Meets expectations listed under Normal, plus significant activity in one or more of the following:

- Chair significant school, college, and university committees such as but not limited to ECOS, Gen Ed Committee, or ASCRC.
- Significant service on departmental, school, and university committees such as but not limited to ECOS, Gen Ed Committee, or ASCRC.
- Adjudication at the regional, national, or international level.
- Serve as a liaison to community, university, state, and regional institutions for collaborations.
- Serve on committees at the national or international level.
- Leadership position in a regional or national professional organization appropriate to one's discipline.
- Serve in a leadership role for School of Visual and Media Arts events.
- Significant success in the area of recruitment and retention of students from diverse backgrounds.
- Provide leadership in organization of academic and professional conferences on campus.
- Leadership in preparations and management of school website and website gallery.
- Actively mentor new faculty, teaching faculty, and/or staff.
- Perform significant community engagement to Montana indigenous or other under-represented communities.