|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Teaching/Pedagogy:**  Plan of Work combined  with Student Evaluations. Per E7  policy: "Student ratings shall not  be the sole source of data used to  evaluate teaching effectiveness.  Response rates should be taken  into consideration when reviewing  student ratings. Other possible teaching  effectiveness data may include alumni  ratings; peer ratings; self-assessment  statements; syllabi and other course  documents; examples of student work;  and teaching portfolios.” | **Scholarship:**  Plan of Work | **Service:**  Plan of Work | **Leadership:**  Plan of Work |
| Examples of  **Unsatisfactory** | Teaches required workload as outlined in Plan of Work  “Repeated deficiencies in teaching effectiveness as noted in previous reviews.”  No demonstrable plan or strategy for improvement | Repeated deficiency in no new design work/personal creative work/scholarship or innovative pedagogy  “Repeated deficiencies in scholarship/creative activity as noted in previous reviews without any plan or strategy for improvement.” | Repeated deficiencies in service membership and contributions to School, College or University committees  Disregard to previous reviews concerning service and contributions | Repeated deficiencies in performance expectations of leadership responsibilities and duties  Disregard to previous reviews concerning deficiencies in expectations of leadership role and responsibilities |
| Examples of **Does Not Meet**  **Expectations** | Teaches required workload as outlined in Plan of Work  Demonstrate poor teaching effectiveness  “Deficiency beyond what can be considered the normal range of year-to-year variation in performance.” | Little or no new design work/personal creative work/scholarship and/or innovative pedagogy  Deficiency in scholarship/creative activity beyond what can be considered the normal range of year-to-year variation in performance | No membership on School and/or College committees.  Deficiency beyond what can be considered the normal range of year-to-year variation in service and its expectations | Deficiency in one or more performance expectation of leadership responsibilites and duties, as outlined in plan of work  Deficiency beyond what can be considered the normal range of year-to-year variation in leadership responsibilites and its expectations |
| Examples of **Meets Expectations** | Teaches required workload as outlined in Plan of Work  Demonstrate good teaching effectiveness | Continues to develop new design work/personal creative work/scholarship and/or innovative pedagogy | Membership on School and/or College committees with identifiable contributions  Leads School or College committee  Participation in professional organization | Performance of leadership responsibilites and duties meets level of expectations, as otulined in plan of work |
| Examples of **Exceeds Expectations**  (meets expectations plus at leaast one additional distinguishing  example within the category) | Meets Expectations and:  Demonstrate very good teaching effectiveness  Introduces new pedagogical practices in course(s) by way of subjects, assignments, classroom participation, projects, student initiatives, technology, interdisciplinary, study abroad, flipped classroom, mycourses, use of Wallace Center in course development, etc.  Contributes to overall curriculum improvements: Writes and/or teaches a new course, co-teaches a new course; collaborative pedagogical practice across program, school, college or university, and etc. | Meets Expectations and:  Presents design work/personal creative work/scholarship via peer-reviewed exhibition, publication, presentation, online venues, residencies, workshops, screenings, etc.  Invited juror, consulting, commissions for significant orgs | Membership on School, College or University committee with identifiable contributions  Leads School or College committee  Participation in professional or service organization in field  Service to community or service organizations with identifiable contributions | Performance of leadership responsibilities and duties exceeds level of meets expectations outlined in plan of work, with significant examples of accomplishments and contributions |
| Examples of **Outstanding**  (Exceeds expectations plus at least two additional distinguishing examples in the category. | Exceeds Expectations and:  Demonstrate excellent teaching effectiveness and accomplishments  Course product, innovation, achievement disseminated, awarded, etc.  Award: teaching, grant, etc. | Exceeds Expectations and:  Publication of peer-reviewed monograph; Major exhibition at nationally- or internationally-recognized venue; Major publication/articles/catalogues/screenings/patents/online publishing venues/published pedagogy/commission/consulting/  jurying  Awards, grant awards, etc. | Exceeds Expectations and:  University Committee participation and leadership  Introduces and leads new School initiative via committee work  Lead position in professional or service organization in the field  Directs community service initiatives  Service award(s) | Performance of leadership responsibilities and duties exceeds expectations, as outlined in plan of work, with truly exceptional examples of accomplishments and contributions |

In AY2014, RIT’s E7 policy was revised to include new performance categories for faculty, lecturer, program chair and graduate director (see [www.rit.edu/~w-policy/sectionE/E7.html](http://www.rit.edu/~w-policy/sectionE/E7.html). The college’s E7 policy has been revised in compliance with the university’s policy (see inside.cias.rit.edu).

The above matrix is a guideline for faculty in the School of Design and direct reports of general recognition of kinds and types of examples in the three areas of evaluation that meet the approved performance categories. The matrix provides faculty, lecturer, program chairs and graduate directors with potential examples to describe performance with evidence that is specific to self, school, program, and discipline/field.

The following are performance categories as written in RIT’s E7 policy:

* *Outstanding* reflects performance that represents a truly exceptional level of accomplishment.
* *Exceeds Expectations* reflects performance that exceeds the level of accomplishment in relation to the expectations for a given faculty member.
* *Meets Expectations* reflects the performance that meets the level of accomplishment in relation to the expectations for a given faculty member.
* *Does not Meet Expectations* reflects performance that does not meet the level of accomplishment in relation to the expectations for a given faculty member. This rating indicates a deficiency beyond what can be considered the normal range of year-to-year variation in performance.
* *Unsatisfactory* reflects performance that repeatedly fails to meet the level of accomplishment in relation to the expectations for a given faculty member in a way that reflects disregard of previous reviews or other documented efforts to provide correction or assistance.

**School of Photographic Arts and Sciences**

**Program Chair: Policy and Duties**

1. **Seating a Program Chair**
   1. A program chair is determined by consensus of faculty in   
      primary discipline;
   2. In the event a consensus is not obtainable or faculty not present or accessible, the Administrative Chair recommends faculty as   
      program chair;
   3. Administrative Chair presents recommendation to Dean for ratification.
2. **Term of Service**
   1. A program chair serves for a three-year term. Service is renewable for successive three-year terms with consensus from area faculty, Administrative Chair and Dean;
   2. With appropriate cause, an existing program chair can be removed with a majority vote of no confidence from area faculty. In this instance, a discussion ensues with Administrative Chair about retaining existing program chair with conditions or electing a new program chair;
3. **Compensation**
   1. A program chair may receive an annual “core” stipend based on workload as identified below and the release of one course per year for a 2/2 annual workload;
   2. The stipend is determined by the Dean’s office. (Customarily, the amount of stipend is based on number of students in primary area);
   3. Special assignment stipends or course release beyond those specified above may be considered for program chairs in the event of particular circumstances, including teaching overload in the event of replacing an area faculty, i.e. Illness, death; to participate in administrative-directed summer duties and/or activities; particular curriculum development activities, etc.
4. **Duties**

(The following is an itemized list of duties in no hierarchical order of importance)

* 1. Advisement
     1. Advise students in career path;
     2. Counsel students in choices of classes, majors;
     3. Advise students who are having difficulties, i.e. with instructor, grading, attendance, assignments, and direct where appropriate;
     4. Work with Professional Advisor in delineation of transfer credits, AP credits, and student placement (year level).
  2. Teaching
     1. Maintain a two-course teaching workload each semester
  3. Recruitment
     1. Meet with prospective students and families;
     2. Review prospective student portfolios;
     3. Attend and lead Open Houses, College and Careers, Transfer Days;
     4. Participate in National Portfolio Days;
     5. Participate in Alumni events and receptions.
  4. Scheduling
     1. Collaborate with area faculty in defining academic year plan of work in regards to teaching;
     2. Collaborate with faculty in the correct writing of new courses and submission of courses to School office and Scheduling Officer;
     3. Work with Administrative Chair in scheduling of faculty from first to fourth year;
     4. Help to identify new and adjunct faculty in the development of new curricular needs, sabbatical replacement or retirement.
  5. Leadership
     1. Program Chair position is a leadership position in the School;
     2. Participate in School leadership meetings by elucidating present concerns and topics for discussion;
     3. Organize and lead primary area meetings on monthly basis;
     4. Facilitate discussion among area faculty concerning future curriculum needs in primary area of study;
     5. Collaborate with other program chairs to seize upon opportunities of interdisciplinary benefit, i.e. curriculum, team teaching, recruitment, etc.;
     6. Mentor faculty, current and new, in curriculum development and teaching effectiveness;
     7. Encourage and inspire collegiality in colleagues;
     8. Serve on School search committee as needed.