



## FACULTY PERFORMANCE BENCHMARKS

### OVERVIEW

The following Performance Benchmarks are strictly aligned with (1) ***Kentucky State University's 2016-2020 Strategic Plan (KSUSP)*** and (2) ***The Division of Fine Art's 2015-2021 Goals, Objectives and Strategic Directions.***

Faculty members must fully comply with the ***Faculty Responsibilities*** delineated within Sections 2.9, 2.11 and 2.12 of the ***Kentucky State University Faculty Handbook*** as conditions of employment, and these benchmarks do not supersede those expectations, but simply better illuminate them. Likewise, the Comprehensive Evaluation System (***Faculty Handbook, Appendix I***) serves as the basis for taking personnel actions such as renewal of contract for probationary faculty, granting of tenure and promotion, giving special awards or merit-based salary increases, or recommending measures to address problem areas. That policy mandates and requires the development and establishment of Benchmarks that demonstrate levels of expected performance.

The present comprehensive benchmarks represent DOFA's compliance this requirement as well as with Objective 4.1 of the Kentucky State University Strategic Plan, regarding:

- Supporting a work environment that empowers its members by providing training and opportunities for professional development that increase productivity by improving accountability
- Introducing a reward system that encourages merit and outstanding performance.
- Alignment Faculty and staff's performance evaluations systems with the University's goals and objectives set forth in this Strategic Plan.
- Designing professional development plans based on the results of evaluations to support employees' advancement and to provide career improvement opportunities.
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- Allocating a University merit compensation pool for outstanding performance to be distributed for achievement of unit goals and objectives tied to this Strategic Plan.

Finally and most critical, minimum University-wide standards for teaching effectiveness (professional competence), research/creative activity, and service appear in sections 2.6.1.1, 2.6.1.2, 2.6.1.3, and 2.6.1.4 of the Faculty Handbook, and individual academic units shall translate those standards into specific criteria appropriate to their disciplines. Teaching effectiveness is the primary criterion for granting promotion and tenure. Only after an affirmative judgment about teaching effectiveness has been made shall serious consideration be given to an evaluation of scholarship and service.

### **STANDARD I: TEACHING, LEARNING AND ASSESSMENT**

#### **Benchmark 1.1 (KSUSP Goal 4)**

##### **Meeting Expectations**

Faculty will fully utilize Blackboard and other institutional platforms (as required) to implement appropriate assessment modules as a means of assessing Fine Arts Student Learning Outcomes. Faculty document the development and implementation of at least one major assessment projects for each course of instruction, document and disseminate those assessments within the *Annual Self Evaluation Form SES 1*.

##### **Exceeding Expectations**

Faculty will fully utilize Blackboard and other institutional platforms (as required) to implement appropriate assessment modules as a means of assessing Fine Arts Student Learning Outcomes. Faculty will develop and implement at least two major assessment projects for each course of instruction, and document and disseminate the results and findings of those assessments within the *Annual Self Evaluation Form SES 1*.

#### **Benchmark 1.2 (KSUSP Goal 4)**

##### **Meeting Expectations**

Faculty will fully implement the *EAB Campus Student Success Collaborative* and other prescribed platforms as intrusive modes of student engagement, timely submit progress reports for the students in each class under their instruction, comply with the reporting frequency required and articulated, and document within the *Annual Self Evaluation Form SES 1*.

### **Exceeding Expectations**

Faculty will fully implement the EAB Campus Student Success Collaborative and other prescribed platforms as intrusive mode of student engagement, timely submit progress reports for the students in each class under their instruction, comply with the reporting frequency required and articulated, develop and/or implement at least two additional intrusive student engagements, and document the results within the *Annual Self Evaluation Form SES 1*.

### **Benchmark 1.3 (KSUSP Goals 1 and 4)**

#### **Meeting Expectations**

Faculty will fully utilize the Student Evaluation of Instruction procedures to solicit a minimum response rate of 50%, analyze resulting findings and results, and present evidence of the infusion of those findings back into instructional practices, as they regard teaching and learning. Documented results submitted within the *Annual Self Evaluation Form SES 1*.

#### **Exceeding Expectations**

Faculty will fully utilize the Student Evaluation of Instruction procedures to solicit a minimum response rate of 60%, analyze resulting findings and results, and present evidence of the infusion of those findings back into instructional practices, and publish and disseminate the successful strategies utilized for attaining those exemplary response rates. Documented results submitted within the *Annual Self Evaluation Form SES 1*.

### **Benchmark 1.4:**

#### **Meeting Expectations (KSUSP Goals 1 and 4)**

Faculty, no later than October 1 of each Fall and February 1 of each Spring will fully update and maintain Curriculum Guide Sheets and requisite advisor folios to include all pertinent documents, as identified on the required contents listing. Faculty will fully employ updated advisor folios in advising procedures, both within the Division and with the Office of Academic Advisement. Documented results submitted within the *Annual Self Evaluation Form SES 1*.

### **Exceeding Expectations (KSUSP Goals 1 and 4)**

Faculty, no later than October 1 of each Fall and February 1 of each Spring will fully update and maintain Curriculum Guide Sheets and requisite advisor folios to include all pertinent documents, as identified on the required contents listing. Faculty will fully employ updated advisor folios in advising procedures, both within the Division and with the Office of Academic Advisement. Faculty will additionally facilitate a five year graduation rate of no less than 50% among their respective active advisees. Documented results submitted within the *Annual Self Evaluation Form SES 1*.

### **Benchmark 1.5: (KSUSP Goals 1 and 4)**

#### **Meeting Expectations**

Faculty will fully participate in the employment of unit RAP (Reviews of Academic Progress) Sessions during both the Fall and Spring semesters for each student major within respective programs. Documented results submitted within the *Annual Self Evaluation Form SES 1*.

#### **Exceeding Expectations**

Faculty will fully participate in the employment of unit RAP (Reviews of Academic Progress) Sessions during both the Fall and Spring semesters for each student major within respective programs. Documented results will fully delineate the resulting progress with each individual advisee, and submitted within the *Annual Self Evaluation Form SES 1*.

### **Benchmark 1.6: (KSUSP Goals 1, 2 and 4)**

#### **Meeting Expectations**

As appropriate to the respective discipline, program faculty will (1) pursue full accreditation compliance; or (2) aggregate the necessary data and articulate a cogent proposal to address a major concentration in Speech Communications a Minor concentration in Theatre Arts or (3)

alternative programmatic and degree options that draw upon the institution's historic and Liberal Studies mission, and document those within the *Annual Self Evaluation Form SES*.

### **Exceeding Expectations**

As appropriate to the respective discipline, program faculty will assume a formal leadership role in ensuring the adequate and accurate articulation, reporting, petition and approval of two or more of the following: (1) pursue full accreditation compliance; and/or (2) aggregate the necessary data and articulate a cogent proposal to address a major concentration in Speech Communications a Minor concentration in Theatre Arts and/or (3) alternative programmatic and degree options that draw upon the institutions historic and Liber Studies mission, and document those within the *Annual Self Evaluation Form SES*.

### **Benchmark 1.7: (KSUSP Goals 1, 2 and 4)**

#### **Meeting Expectations**

Faculty will fully examine and assess current curricula, and pursue immediate revisions that (1) expand global and multicultural perspectives, (2) maximize efficiency in curricular matriculation and time-to-degree and (3) expand the latitude of options for meeting student competencies and proficiencies, within the context of current accreditations, and document those within the *Annual Self Evaluation Form SES*.

#### **Exceeding Expectations**

Faculty will assume a formal leadership role in ensuring the adequate and accurate examination, assessment, articulation, reporting, petition and approval, as they regard current curricula, and pursuit of immediate revisions that (1) expand global and multicultural perspectives, (2) maximize efficiency in curricular matriculation and time-to-degree and (3) expand the latitude of options for meeting student competencies and proficiencies, within the context of current accreditations and document those within the *Annual Self Evaluation Form SES*.

## **STANDARD II: SCHOLARSHIP, PERFORMANCE AND CREATIVE ACTIVITY**

### **Benchmark 2.1: (KSUSP Goals 1, 2, 3 and 4)**

#### **Meeting Expectations**

Major Performance and Large Ensembles will provide at least 3 campus performances, and/or 3 local community performances and/or 3 regional performance that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.

#### **Exceeding Expectations**

Major Performance and Large Ensembles will provide more than 3 campus performances, 2 local community performances and 1 regional performance that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.

### **Benchmark 2.2: (KSUSP Goals 1, 2, 3 and 4)**

#### **Meeting Expectations**

Minor Performance, Chamber and Small Ensembles will provide at least 1 campus performance, 1 local community performance and/or 1 regional performance that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*. Speech Theatre, Opera Workshop and Studio Art will provide at least 1 campus performance/activity/engagement and/or 1 local community performance/activity/engagement that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.

#### **Exceeding Expectations**

Minor Performance, Chamber and Small Ensembles will provide more than 1 campus performance, 1 local community performance/engagement and 1 regional

performance/engagement that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.  
Speech Theatre, Opera Workshop and Studio Art faculty will provide more than 1 campus performance/activity/engagement and 1 regional community performance/activity/engagement that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.

**Benchmark 2.3: (KSUSP Goals 1, 2, 3 and 4)**

**Meeting Expectations**

Applied Performance and Studio Art faculty will provide at least 1 campus recital/exhibit OR 1 local community performance/exhibit OR 1 regional performance/exhibit that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.

**Exceeding Expectations**

Applied Performance and Studio Art faculty will provide at least 1 campus recital/exhibit AND 1 local community performance/exhibit AND/OR 1 regional performance/ exhibit /creative activity engagement that advance the institution and distinguish DOFA as a program of artistic excellence, and compliance documented within the *Annual Self Evaluation Form SES*.

**Benchmark 2.4: (KSUSP Goals 1, 2, 3 and 4)**

**Meeting Expectations**

Music Applied Performance faculty will facilitate at least one competitive opportunity from their respective studio that is at the local, regional or national level of significance; Studio Art faculty will facilitate at least one competitive opportunity or exhibition from their respective studio that is at the local, regional or national level of significance, and compliance documented within the *Annual Self Evaluation Form SES*.

**Exceeding Expectations**

Music Applied Performance faculty will facilitate more than one competitive opportunity from their respective studio that is at the local, regional or national level of significance; Studio Art faculty will facilitate more than one competitive opportunity or exhibition from their respective studio that is at the local, regional or national level of significance, and compliance documented within the *Annual Self Evaluation Form SES*.

### **STANDARD III: PROFESSIONAL SERVICE AND DEVELOPMENT**

#### **Benchmark 3.1: (KSUSP Goals 2 and 4)**

##### **Meeting Expectations**

Faculty will fully and timely comply with (1) institutionally or divisionally required professional development trainings and opportunities, and (2) the expectations and deadlines for implementing that training back into faculty professional practices and procedures. Compliance documented within the *Annual Self Evaluation Form SES*.

##### **Exceeding Expectations**

Faculty will pursue and complete additional professional efforts and assume and play a leadership role in (1) institutionally or divisionally required professional development trainings and opportunities, and (2) the expectations and deadlines for implementing that training back into faculty professional practices and procedures. Compliance documented within the *Annual Self Evaluation Form SES*.

#### **Benchmark 3.2: (KSUSP Goals 1, 2 and 4)**

##### **Meeting Expectations**

Faculty will develop and implement intrusive recruitment strategies that ensure a representative community of aspiring scholars, artists and musicians and document the results of those within the *Annual Self Evaluation Form SES*.

##### **Exceeding Expectations**

Faculty will assume a formal leadership role in ensuring the adequate development and effective implementation of intrusive recruitment strategies that ensure a representative



community of aspiring scholars, artists and musicians and document the results of those within the *Annual Self Evaluation Form SES*.

**Benchmark 3.3: (KSUSP Goals 1, 2 and 4)**

**Meeting Expectations**

Faculty will engage in a minimum of 3 recruitment activities per semester, for a total of 6 activities per academic year. All activities will result in a direct communications flow between the individual faculty member and prospects, and compliance documented within the *Annual Self Evaluation Form SES*.

**Benchmark 3.3:**

**Exceeding Expectations**

Programmatic faculty will assume a formal leadership role in facilitating a minimum of 3 recruitment activities per semester, for a total of 6 activities per academic year. All activities will result in a direct communications flow between the individual faculty member and prospects, and compliance documented within the *Annual Self Evaluation Form SES*.

**QUALITATIVE CONSIDERATIONS FOR PERFORMANCE AND CREATIVE ACTIVITY**

Faculty will generate and document evidence to demonstrate significant accomplishments in the areas of creative, professional, and/or scholarly achievement. The relative importance of these achievements is indicated by the following four categories: significant, very significant, outstanding, and extraordinary. These categories are general, and meant to serve as guidelines. Furthermore, these guidelines should be interpreted with sufficient flexibility to allow numerous or noteworthy achievements and contributions in lower categories to receive appropriate recognition. Finally, the candidate should present achievements of any type not specifically listed among the guidelines, and make a case for their inclusion and their appropriate category.

**Extraordinary**

1. Publication of a book, or composition by a reputable publishing company, or release of a recording by a reputable company;
2. Holding national office in a major professional society;

3. Commission, award, or prize of national significance;
4. Solo performance, exhibit, or gallery showing of national significance, conducting engagement with a nationally recognized professional ensemble;
5. Composition performed by a major orchestra, chamber music ensemble, or soloist of national significance;
6. Publication of an article of extraordinary significance in a professional journal of international scope.

### **Outstanding**

1. Publication of an article in a professional journal of national or international scope;
2. Presentation of a recital, performance, or exhibit in a major cultural area outside of Kentucky;
3. Performance, guest conducting, exhibiting engagement with an established orchestra, chamber ensemble, or gallery outside of Kentucky;
4. Composition performed or exhibit displayed at another university or by an established community ensemble;
5. Solo or chamber music performance, or guest scholar, or conducting engagement at another university;
6. Presentation of a clinic or workshop outside Kentucky;
7. The awarding of a research grant or workshop grant, etc., from a national organization or agency;
8. A lecture, paper, or major presentation at a national conference.

### **Very Significant**

1. Major responsibility at an international, national or regional professional conference, or active participation in a national professional society;
2. Holding state office in a professional society;
3. Solo, chamber music performance, play production or exhibit in Kentucky, but outside the Frankfort area. (Faculty ensemble performances for which load credit is received should not be counted);
4. Conducting or consultation engagement in Kentucky but outside Frankfort;
5. School visitation as an invited consultant outside the Frankfort area;

6. Publication of an article in a trade journal, or magazine;
7. Publication of a book, music, stage play, or exhibit review;
8. Responsibility for a state conference or convention;
9. Commission, award, or prize of state or local significance
10. Lecture, paper, or major presentation at a regional conference;
11. Active participation in a state professional society;
12. Adjudication of a fine arts event of national or regional significance.

**Significant**

1. Adjudication of a fine arts event of state or local significance;
2. Presentation of a clinic or workshop on campus or in the local area;
3. Attendance at a State meeting of a professional society;
4. Performance, presentation, exhibit, play, lecture, or guest conducting engagement on campus or in the Frankfort area not related to assigned load;
5. Performance of a composition, play, or exhibit in the Frankfort area;
6. Giving a lecture, presenting a paper, or major presentation at a state or local conference;
7. Attendance at a national or regional meeting of a professional society.

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