

MAINE MEDIA

COLLEGE

Faculty Handbook

2017- 2018

NOTICE

The reader should take notice that this Handbook is not a contract. Maine Media College provides the information herein solely for the convenience of the reader and reserves the right to make changes at any time without prior notice.

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190.000 – ACADEMIC POLICIES & PROCEDURES

190.110 – MFA RETREATS

Revised: August 2017

POLICY

Two MFA retreats are held each year, one in November and the other in May. Retreats begin on Tuesday evening and end on Sunday morning. A Candidate presents completed studio work to the MFA Committee, guest faculty and peers for critique; meets for individual critiques; consults with their advisor to assess progress toward the degree.

PROCEDURE

A Candidate is expected to attend retreats. Should a Candidate fail to attend two consecutive retreats without prior approval from the MFA Committee, a Candidate is placed on academic probation. Candidates are expected to complete and submit a Retreat Evaluation and critique notes for each of their fellow Candidates. These are due 30 days after the retreat along with the Registration for Credits for the following term. A Candidate attends a total of seven retreats, including the final retreat during which the Candidate presents the thesis project.

200.000 – FACULTY POLICIES & PROCEDURES

200.010–ACADEMIC COMMITTEES & GOVERNANCE PROCEDURES

Date Revised:September 2015

POLICY

Board of Directors

Membership: All board members

Responsibilities:

- With the President provide strategy and direction for the institution, mission, and oversight of strategic initiatives.
- Be familiar with important trends and issues in higher education governance to ensure that the institution is following best practices.
- Preserve the quality of the institution in its current academic programs as well as planned changes or improvements to the programs.

Program and Student Affairs Committee of the Board

Membership: Members of the Board of Directors, Chair of the Board, President of MMW+C. Staffed by Vice President of Academic Affairs.

Responsibilities:

- Review types and distributions of programs for consistency with mission and strategic plan
- Provide input to President and/or Vice President of Academic Affairs on industry trends, new faculty possibilities and professional opportunities for MMC students
- Periodically review student evaluations to assess quality of program delivery and make recommendations to President or Vice President of Academic Affairs
- Review opportunities and/or plans for collaborations, articulation agreements, accreditation
- Review and recommend to the board approval of new degree programs or discontinuance of existing degree programs
- Review marketing plans and provide suggestions to staff

MMC Academic Standards Committee

Membership: MFA Chair, PC Chair, VP AA, One appointed MFA faculty member (annual appointment), selected external members as appropriate (note: all programmatic areas will be represented through appointed members to the committee).

Responsibilities:

- Student disciplinary issues*
- Student grievances
- Academic program design, modifications and issues*
- Curricular design, modifications, issues*

MFA Steering Committee

Membership: President, MMC; Vice President of Academic Affairs, MMC; MFA Chair, Maine MMC; MFA faculty member appointed annually by ex-officio members of the committee.

Responsibilities:

- Vetting, recruiting and engaging MFA mentors
- Annual appointments of MFA core faculty
- Hiring new MFA core faculty
- Reviewing faculty evaluations
- Selecting and engaging guest faculty
- Forming ad hoc committees and appointing external committee members when needed
- MFA policies
- MFA procedures

- Coordinating regular program reviews
- Student admissions screening & acceptance
- Address student grievances*
- Student disciplinary issues*
- Student financial aid issues

MFA Committee

Membership: Core, guest faculty

Responsibilities:

- Academic issues*
- Curricular design and modifications*
- Granting of credit**
- Assigning of advisors and academic mentors
- Advising
- Mentoring academic projects
- Attending retreats**
- Teaching intensives
- Progress reviews (gateway and penultimate)**
- Student admissions screening & acceptance

*responsibilities held by more than one committee

**responsibilities that guest faculty engage in during retreats

200.020–FACULTY DESIGNATION

Date Revised:September 2015

POLICY

College Administration

The President is responsible for the operation and administration of MMC, including efficient and effective budget and program administration, leading the College to accomplish its educational mission, monitoring educational and financial performance, and serving as the college's key spokesperson. The President reports regularly to the Board of Directors on the affairs of the College. The President supervises the senior staff: the Vice President of Academic Affairs (VP AA), the Director of Finance and Administration, the Registrar, the Chair, MFA Program, Director of Marketing, Development Coordinator and the Information Technology Manager.

The VP AA is the chief academic administrator for the college and oversees and evaluates all of its programs. The VP AA conducts regular assessments of programs in regard to their compliance with academic standards and the goals and objectives of the College outlined in its literature. The person in this position is responsible for oversight of accreditation processes and maintenance of accreditation standards. Jointly, the VP AA and the President establish those committees necessary to conduct the academic business of the College and evaluate their performance. The VP AA works with other administrators to maintain appropriate documentation of student and faculty records. The VP AA reports directly to the President of the College.

Master of Fine Arts (MFA) Core Faculty

Core faculty members serve as mentors for all academic projects undertaken by MFA students and may be selected by individual students or assigned by the MFA Committee to serve as studio/creative project mentors. All core faculty members serve on the MFA Committee. Additionally, some core faculty members serve on other committees, specifically the MFA Steering Committee and/or the Academic Standards Committee, as required fulfilling program purposes. All core faculty members are required to fully participate during retreats. All intensives are taught by MFA core faculty. Some core faculty members elect to serve as student advisors.

Master of Fine Arts (MFA) Guest Faculty

Guest faculty members are selected by the MFA Steering Committee and invited to serve as faculty during retreats. At the MFA Committee meetings, guest faculty make presentations and/or lead discussions, participate in discussion about and awarding of credits and also provide outside perspectives on the program and its operation. They do not, however, vote on matters of policy, procedure, student grievances, and academic or curricular issues. The MFA Steering Committee in selecting guest faculty considers a number of factors including academic credentials as well as professional experience in the creative fields and/or in education. The Committee also makes selections of guest faculty it deems specifically appropriate to the interests of graduating students.

Master of Fine Arts (MFA) Project Mentors

Students may select qualified mentors from outside the core faculty of the MFA program to serve as project mentors for creative/studio projects. To qualify, prospective mentors must submit a CV to the program administrator for approval by students' advisors and the MFA Steering Committee. The Committee weighs factors including the prospective mentors' academic credentials, teaching and other professional experience, whereas advisors consider whether the prospective mentors are appropriate to individual students' project goals. The MFA Committee prefers that mentors hold terminal degrees, however mentors may be approved provided they demonstrate comparable knowledge and experience. Once a mentor has been approved, they may continue to mentor students in the future provided they maintain favorable performance evaluations completed by students. In certain circumstances, if the mentor has specific expertise in an area of concern to individual students, they may be approved to mentor these projects only.

Project mentors selected from outside of the core faculty receive a letter outlining their responsibilities to the school and the students as well as a copy of the evaluation rubric. All project mentors sign mentor agreement forms.

Workshops Instructors

MFA Students may elect to earn up to nine credits (one credit each) by successfully completing levels three and four workshops at MMC. The MFA Steering Committee approves workshops available for graduate credit. A list of approved workshops is published for students to consider. Workshop descriptions are available in the MMC catalog and its website. Students' advisors must agree that workshops are appropriate to their advisees' education goals prior to registration.

Master of Fine Arts (MFA) Advisors

An advisor is a resident member of the MFA Core faculty who provides supervision and guidance to a Student during the Student's tenure in the MFA program. An advisor also provides assistance in selecting mentors, deciding on projects, evaluating credit distribution, ensuring that all requirements of the degree are met, and preparing the Registration for Credit forms. An advisor is appointed to work with a Candidate by the MFA Committee.

Professional Certificate (PC) Faculty

The PC Faculty consists of all faculty who teach in the PC program, as well the President and VP AA of the College. The PC Faculty meet three times each trimester to discuss student progress, special issues and College policies. The VP AA, or designee, sets the agenda, convenes and runs the meetings. The composition of the PC Faculty may change each trimester depending upon the make-up of Adjunct Faculty in the program. The PC Faculty have no governance responsibilities but may refer any issues to the Academic Standards Committee. Minutes of these meetings are and copies are filed in the VP AA's office.

Professional Certificate (PC) Curricular Faculty

The PC Curricular Faculty are full-time employees of the school. Because these faculty may have other responsibilities within the organization, they may have varying credit loads. The PC Curricular Faculty review and evaluate curriculum each year based upon student and faculty course evaluations as well as upon changes with the individual disciplines.

Professional Certificate (PC) Program Chairs

Each area of specialization within the PC program has a Chair. The President appoints Chairs. Program Chairs are responsible for overseeing the admission and recruitment process for prospective students. PC program Chairs serve as the primary advisor for students enrolled in their area of specialization. This includes student grievances, academic warnings, in addition to advising students in the successful completion of all program requirements.

Professional Certificate (PC) Adjunct Faculty

The PC Adjunct Faculty are hired to teach individual courses within the PC program.

College Administration

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The VP AA is the chief academic administrator for the college and oversees and evaluates all of its programs. The VP AA conducts regular assessments of programs in regard to their compliance with academic standards and the goals and objectives of the College outlined in its literature. The person in this position is responsible for oversight of accreditation processes and maintenance of accreditation standards. Jointly, the VP AA and the President establish those committees necessary to conduct the academic business of the College and evaluate their performance. The VP AA works with other administrators to maintain appropriate documentation of student and faculty records. The VP AA reports directly to the President of the College.

200.030–FACULTY QUALIFICATIONS

Date Revised: September 2015

POLICY

The College recognizes the MFA as the appropriate degree for studio faculty in its Professional Certificate and MFA programs, as well as for instructors of those workshops and master classes available for graduate credit to MFA students. However, the College may employ as faculty certain individuals who do not hold the MFA degree when they have specialized technical skills or a demonstrated expertise in areas significant to program objectives.

PROCEDURE

The College administration recognizes the need for faculty to be effective communicators, regardless of their academic and professional standing.

200.040–FACULTY APPOINTMENT, EVALUATION & ADVANCEMENT

Date Revised:September 2015

POLICY

The MFA Steering Committee appoints Core Faculty for the MFA Program. The President and the VP AA ultimately appoint curricular faculty for the PC programs. Search Committees refer prospective curricular faculty to the President and the VP AA. Search Committees are ad hoc committees that generally include current curricular faculty in all disciplines. In making recommendations, Search Committees consider a number of factors including prior teaching experience, exhibitions and publications and creative work. Searches for curricular faculty are national in scope.

PROCEDURE

The VP AA hires adjunct faculty based on requests and recommendations from Program Chairs. In all instances, hiring decisions are made in the interest of promoting the mission, goals and objectives of the program and the College at large. Curricular and adjunct faculty members receive Letters of Appointment.

200.050–LETTERS OF APPOINTMENT

Date Revised:September 2015

POLICY

Letters of Appointment for all faculty outline teaching responsibilities and related expectations. Letters of Appointment for curricular faculty also address other areas of performance evaluation including service to the College and professional work.

PROCEDURE

Letters of Appointment are issued for MFA Core Faculty in June of each year. Letters of Appointment for Curricular Faculty are issued annually in the month prior to the start of each program.

200.060–FULLTIME CREDIT LOAD

Date Revised:September 2015

POLICY

MMC considers 8 quarter-hour credits per trimester to be a full teaching load for curricular faculty. Teaching loads are adjusted in relation to other duties performed by curricular faculty.

PROCEDURE

Such duties include laboratory supervision and administrative work.

200.070–FACULTY PAYMENT

Date Revised:September 2015

POLICY

Adjunct Faculty Payment

Adjunct faculties in the Professional Certificate Program are paid per credit. Faculty teaching for more than five weeks consecutively will be paid through payroll. Salary will be subject to the usual tax and social security withholding. An employment packet is issued with the Letter of Appointment.

MFA Mentor Payment

MFA Mentors must sign and submit an MFA Mentor Agreement Form, and an MFA Mentor Payment form for each MFA project they have agreed to mentor. These forms are located on the MMW+C/MMC website in the Downloads section.

PROCEDURE

Mentors are considered and paid as Independent Contractors and as such are not covered under the MMW+C/MMC worker's compensation or liability policies. The fee will be paid in two installments, one upon receipt of the Mentor's Mid-Term Evaluation, and the balance upon receipt of the Mentor's Final Evaluation of the project.

200.080–FACULTY & PROGRAM EVALUATION PROCEDURES

Date Revised:September 2015

POLICY

Core faculty

Students submit to the MFA office evaluations of faculty who have served as their project mentors or intensive instructors at midterm and end of term. Evaluations are then distributed to the individual faculty and the MFA Steering Committee for review. A member of the Committee addresses any problems or concerns with individual faculty members immediately if necessary, or as part of the annual review process, as determined by the Committee.

Faculty members annually submit self-assessments to the MFA Chair. Faculty members are asked to address several elements pertinent to their ongoing employment including their teaching and mentoring; other service to the school, including advising and committee involvement; and their recent professional and scholarly pursuits. Faculty members are also asked to provide their thoughts about actions on the part of program administrators that would be helpful or enhance their performance and personal and professional development. Lastly, faculty may, at their option, separately discuss the program and its operation as well as their overall experience at the school. Unless faculty members wish otherwise, the optional elements of the assessment are not made part of their personnel files.

The MFA Chair reviews these documents, completes a written response and schedules meetings with individual faculty members to discuss the assessments, address any apparent problems and develop plans for the upcoming year. Both the faculty self-assessments and the MFA Chair's responses are placed in the faculty members files.

By the same process, the President of the college conducts the assessments of other members of the MFA Steering Committee who are also core faculty members.

MFA Core Faculty Self – Assessment

Please see the Appendix for the MFA Core Faculty Self – Assessment form.

Project mentors

Students submit to the MFA office evaluations of project mentors at midterm and at end of term. These forms are retained in the students' files. Evaluations are distributed to mentors and the MFA Steering Committee for review. The MFA Chair discusses with students' advisors, and/or the students directly, any apparent problems requiring resolution.

In practice and more frequently, students discuss problems related to projects and project mentors with their advisors as they arise. Solutions to problems generally arrived at through discussion with the mentor; however, persistent problems are directed to the MFA Chair. In the event that a particular mentor proves to be inadequate or otherwise fails to perform to standards, the MFA Chair will discuss possible actions, including removing the mentor from the list of approved mentors, with the members of the MFA Steering Committee. The Committee notifies advisors in the event that approval to serve as a mentor is rescinded.

Workshop instructors

Students complete and submit evaluations of workshop instructors. Evaluations are distributed to the instructors and the Vice President of Academic Affairs. Should it become apparent that a particular workshop instructor does not perform to standards the Vice President of Academic Affairs will either remove the instructor's workshop from the list of approved workshops or cease to offer the workshop.

Professional Certificate Faculty and Program Evaluation Procedures

At the end of each term students are asked to submit course and faculty evaluations. These evaluations offer students an opportunity to provide input and feedback for the academic program, as well as student services and campus life.

Packets containing blank evaluation forms for each class are distributed in week nine of each term. The Student Representatives from each program are asked to facilitate the evaluation process by having the forms completed in class, then sealing them and returning the packet to the Registrar. These evaluations are anonymous. Faculty and

TAs are not present while they are completed. The Registrar will provide copies of the evaluations to the VP AA and individual faculty members once grades have been submitted for the term.

PC: Curricular Faculty Self-Assessment

In order to uphold the standards of MMC, Curricular Faculty for the Professional Certificate Programs are asked to write and submit a self-evaluation to the VP AA at the end of each academic year.

The following outline describes the faculty evaluation process for Curricular Faculty.

The Professional Certificate Faculty review course syllabi annually. Syllabi for each course must be submitted to the VP AA prior to the start of each new term, to be kept in the college files. Each term, students are requested to complete an evaluation of each class and faculty member. Copies of students' evaluations of instructors are given to faculty only after the Registrar has received grades for the term.

At the end of each spring term, faculty members write a self-assessment of the year. The VP AA receives these evaluations no later than one month following the end of the spring term and meets with each faculty member to review the assessment and course evaluations. The President may also attend these reviews. The VP AA writes summaries of each review session. These are given to the faculty member and included in their file.

PROCEDURE

Please see the Appendix for the MFA Core Faculty Self – Assessment form.

200.090–FACULTY DEVELOPMENT

Date Revised:September 2015

POLICY

The College supports its faculty and their creative and intellectual growth.

PROCEDURE

MMW+C offers faculty:

- Production facilities are available to individual faculty members to further the creation of their art, upon approval of an application to the VP AA / President. This support may include the use of darkrooms, digital labs, film and video production equipment and other specialized technology.
- Attendance at trade shows, conferences, film festivals, seminars and other professional events is encouraged. Travel, fees and per diem are provided upon application approval.
- Upon approval by the VP AA, MMW + C provides exhibition space on campus in the main gallery and other campus locations for individual faculty shows.
- Faculty exhibitions off campus may receive College support and funding to cover shipping, insurance, matting and framing. Assistance in the production of the exhibition may also be provided. Faculty members must make application to the VP AA / President.
- Professional Certificate curricular and adjunct faculty, the VP AA, and the President attend faculty meetings up to three times each trimester. These meetings are intended to foster communication among faculty members and the administration, and to provide support in teaching, course preparation as well as other forms of peer mentoring.
- Curricular faculty of the Professional Certificate Programs are entitled to take one workshop per year free of charge.
- MFA faculty, adjunct faculty, and Workshops faculty may take unlimited workshops at a discount.

200.100–SYLLABI

Date Revised:September 2015

POLICY

MFA Program

MFA Candidates submit Project Proposal forms with their Registration for Credits each semester. These proposals function as syllabi and must specifically outline the goals and learning objectives of the project, the criteria for evaluation of the project, the form the project will take, and a preliminary plan for interaction with the project mentor. Project Mentors are encouraged to provide written response to Candidate Project Proposals. The Candidate, the project mentor, the Candidate's advisor, and the Chair of the MFA Program must sign the proposal.

Professional Certificate Programs

Each faculty member teaching in the Professional Certificate Program must submit a syllabus for each course to the VP AA two weeks prior to each term. A syllabus is a contract with students, presented at the beginning of a course, outlining what the course covers and the criteria to successfully complete the course. Each syllabus must contain the following:

- I. Identifying information:**
 - Name and Title of course
 - Course number
 - Faculty name, office hours, phone #'s, email
 - Day, time and place of class meeting
- II. Description of the course and material to be covered**
 - Course objectives/purpose of the course
 - What are the end goals/what a student can expect to know at the end of the course
 - The theme and philosophy of the course
 - Outline of assignments by week if appropriate
- III. Requirements (what a student must do):**
 - Exams
 - Papers
 - Class projects
 - Class attendance policy
 - Late assignment policy
 - Lab hours required
 - Approximate outside time commitment expected
 - any additional materials, books or resources required for the course
- IV. Grading policy**
 - How the work will be graded
 - Distribution of grade
 - Percentages allocated to Requirements

200.120–MFA: EVALUATION OF STUDENT PERFORMANCE

Date Revised:September 2015

POLICY

Mentored studio/creative projects – Students receive written evaluations from project mentors at midterm and at end of term. Mentors do not grant credit, however, and the MFA Committee (MFA core faculty and invited guest faculty) must review the projects. Students present completed projects to the MFA community during retreats for critique. Subsequently, the MFA Committee meets to review projects in order to determine credit-worthiness based on the MFA evaluation rubric. The rubric sets forth three possible ratings for each area of evaluation: Unsatisfactory, Satisfactory and Excellent. Students must achieve a satisfactory or better evaluation in each area for credit to be awarded. The Committee makes recommendations pursuant to this discussion of work to students via their advisors.

Mentored academic projects – MFA core faculty members mentor all academic projects. Mentors provide written evaluations at midterm and end of term. The faculty mentor also grants credit based on student achievement of satisfactory or better evaluations in the areas of the evaluation rubric pertaining to academic work.

Intensives – MFA core faculty members teach all intensives. The instructors determine whether or not the objectives of the intensives are met and if credit should be granted. Intensives are pass/fail.

Workshops – Workshop instructors submit grade sheets to students and the program administrator. Workshop instructors may not grant credit, however, and the MFA Committee must review all work completed in workshops. Work is presented to the Committee for evaluation during retreats and credit is awarded on the same bases that it is for studio/creative projects.

Progress Reviews

A Candidate's progress is formally reviewed twice during the program. The first review, the Gateway, is conducted during the second retreat after matriculation into the program. A Candidate meets with the MFA Committee for this review. The Committee will evaluate Candidates' progress in meeting degree requirements as well as the quality of work Candidates have completed to the date of the review. Should the Committee determine that a Candidate is not making adequate progress in earning credits to complete the degree within three years or is not producing work of acceptable quality, the Candidate may either be placed on academic probation or be dismissed without formal warning from the program, at the discretion of the MFA Committee.

The second review is the Penultimate during which a Candidate's readiness to begin the Thesis Project is assessed by the MFA Committee. The penultimate is a comprehensive review of student progress and preparedness for undertaking thesis work.

The MFA Committee determines by majority vote whether or not students pass or fail these reviews. Findings are documented. Students' advisors communicate results of these reviews to students.

The following issues are considered during reviews:

Gateway

- Has a Candidate completed enough credits, properly distributed between studio and academic work, to complete the program within the required 3-year time frame? Is all required paperwork completed?
- Does a review of Mentor project evaluations show that a candidate has been producing work of sufficient and sufficiently improving quality?
- Should the advisor and MFA Chair find as a result of the Gateway review that a candidate is not making adequate progress through the program, or is delinquent in completing paperwork, the following steps may be taken:
 - If a Candidate is not earning enough credits or maintaining the proper distribution of credits to graduate on schedule, the advisor and Candidate re-evaluate the credits planned for the current and future terms to re-align the pace of the program.

- A Candidate is required to rectify documentation problems within a timeframe specified by the MFA Committee. No Candidate is permitted to graduate until such time as all documentation is complete.

Penultimate

- Growth in Individual Art Practice:
 - Self-reliance and confidence within the creative process
 - Skills and techniques
 - Professional and creative goals
- Development of Creative Vision:
 - Problem finding and solving
 - Engagement with new technologies
 - Consistency and focus
- Capacity for Self-Evaluation, Critical Thought and Discourse:
 - Intentions, concepts, syntax
 - Historical, social and cultural context
 - Relationship to Art History and other disciplines relevant to the chosen medium
- Initial thoughts regarding the Thesis Project itself
 - Clarification of a Candidate's vision of the discrete body of work to be presented as the thesis project
 - Discussion of the forthcoming written thesis, an explication of meaning of the work, an outline citing the historical influences and appropriate critical contexts for the proposed work
 - Rationale for the project describing what a Candidate expects to learn and its significance.

Should the MFA Committee find as a result of the Penultimate review that a Candidate is not prepared to undertake thesis work or if the quality of work is determined to be substandard, the following steps may be taken: If a Candidate's work is not deemed to be of sufficient quality or quantity, a Candidate may be required to do remedial work to be presented to the MFA Committee at a specified time. If a Candidate fails to complete remedial work to the satisfaction of the MFA Committee a Candidate may be dismissed from the program.

PROCEDURE

Documentation and Evaluations

Candidates, Advisors and Mentors are required to complete a number of forms and submit them to the program office. Program forms, instructions for completing them, and a flow chart of documentation may all be downloaded from the College website. The information provided by these forms is not only used to monitor Candidates' progress but it is critical to program administrators in their efforts to strengthen the program. Advisors are to assist Candidates in completing these forms and in providing information when necessary to assist Mentors in completing forms.

200.130–PC: EVALUATION & STUDENT GRADING

Date Revised:September 2015

POLICY

Letter grades are provided, as well as written statements by the respective faculty at term end. Transcripts are retained by Maine Media College and may be forwarded to other institutions with written permission by the student. Please refer to the Appendices for the Professional Certificate Evaluation Rubric.

NUMERIC GRADE VALUES

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0

PROCEDURE

As a way of forming a line of communication between each faculty member and each student in their assigned courses, students receive verbal feedback on their work during the normal course of each week's classes. Verbal evaluations of each student's work, attitude and working habits are provided at mid-term; verbal and written evaluations follow term-end reviews.

200.140–CREDIT REQUIREMENTS

Date Revised:September 2015

POLICY

Time on Task

The Professional Certificate Program is based on a quarter-hour, trimester system. A student is expected to spend at minimum 33.75 hours on task to earn one credit. Four-credit classes require a minimum of 135 hours time on task.

The MFA Program is based on a semester-hour system. An MFA Candidate is expected to spend at minimum 45 hours on task to earn one credit.

PROCEDURE

Academic Calendar

The Academic Calendar is located at www.mainemedia.edu and is updated each year in January.

Holidays

Each PC term is 10 weeks in length. The fall term provides a two-day break for Columbus Day, these two days of classes are conducted in week 11. Faculty and students observe no other holidays during the terms. However, the Administrative Offices are closed in observance of designated holidays as outlined in the Employee Handbook.

200.150–ADVISING

Date Revised:September 2015

POLICY

Professional Certificate Program

Professional Certificate Program Chairs provide academic and career advising to students.

MFA Program

Each Candidate is assigned an advisor upon matriculation. An advisor assists a candidate advisee in creating a plan to complete the MFA degree program. In developing an effective plan, the advisor and advisee must consider the program requirements regarding curriculum and time limits, the advisee's time-line for completing the degree, and the advisee's individual educational goals.

PROCEDURE

See the MFA Advising Handbook for additional information.

200.160–MFA: ADD/DROP/CHANGE

Date Revised:September 2015

POLICY

If a student elects to discontinue a project for which they have registered, this will be treated as a project change. The Candidate must complete and sign a Project Add/Drop/Change Form, and submit it to the Program office. The form must be reviewed and signed by the student's Advisor and MFA Chair.

PROCEDURE

The project mentor will be paid any fees owed for services performed to the date of discontinuation. The student will be invoiced separately for these fees and the College will assess a processing fee.

200.170–MFA: LEAVES OF ABSENCE, LATE REGISTRATION, TERM WITHOUT CREDIT (TWC) & EXTENSIONS

Date Revised:September 2015

POLICY

Leaves of Absence are granted at the discretion of the MFA Committee. A Candidate may request a leave of absence by submitting a letter to the MFA Program Office and a copy to the Candidate's advisor. The MFA Committee shall determine on a case-by-case basis as to whether to extend the program completion deadline for a period equal to the term of the extension.

Should a Candidate fail to register for any given semester by the posted deadline, the Candidate shall be charged a late-registration fee. The Candidate will be permitted an additional 15 days to register. After 15 days, the Candidate is no longer permitted to register. This will be deemed a "term without credit," and the Candidate will be assessed a TWC fee. The Candidate must pay this fee in order to remain in good standing in the program. The Candidate's deadline for completing the program will not be adjusted.

PROCEDURE

Under certain conditions, a Candidate may petition the MFA Committee for an extension of up to one year ending six years from the date of matriculation to complete the requirements for the degree. These conditions are as follows: 1. The occurrence of an unforeseeable event or circumstance by which a Candidate is compelled to discontinue work in the program for a period of time in excess of 30 days or during a period of time that a retreat is conducted, and; 2. A Candidate has no more than 15 credits remaining to complete the requirements of the degree. A formal written request for an extension detailing the reasons for the request must be received by Maine Media College no later than three years from a Candidate's date of matriculation. The MFA Committee shall notify a Candidate in writing of its decision and any provisions of the extension, if granted, within 30 days from the date of receipt of a Candidate's petition.

200.180–PC: TARDINESS & ABSENTEEISM

Date Revised:September 2015

POLICY

Each faculty member has a specific policy regarding attendance and tardiness for class that may be more stringent than the College's policy. None are less stringent. A student must read each class syllabus to find out what the instructor's specific policy is regarding absences and tardiness.

Students are responsible for notifying the instructor in advance of missed classes. There are no excused absences. Any absence may affect grades. It is the policy of the College that after two absences per course in each term any additional absence results in the loss of a full letter grade and a possible Academic Warning.

PROCEDURE

Faculty members may also count non-participation in class discussions, projects and homework as absenteeism, which will affect overall grades and may lead to Academic Warnings and Academic Probation.

200.190–PC: INCOMPLETES

Date Revised:September 2015

POLICY

A student who, by term end, has not completed all course work may receive a grade of “I”, or Incomplete. The faculty for that course makes this determination in consultation with the VP AA. Students must be in communication with faculty to determine eligibility for an incomplete.

All incompletes must be completed to the faculty’s satisfaction within four weeks of the end of the term during which the student took the course. In exceptional circumstances, the faculty member may extend the extension beyond four weeks. The faculty member then submits the letter grade to the Registrar’s office.

PROCEDURE

If a student does not complete the necessary work to the faculty member’s satisfaction by the end of the 4-week period, the grade will irreversibly be changed from an Incomplete to an “F” or failing grade. The student is then required to re-take the course in order to receive his/her degree. (See Degree Requirements)

200.200–PC: ACADEMIC WARNING

Date Revised:September 2015

POLICY

By mid-term, if a student is determined by faculty to be receiving a grade lower than a 2.5 in a course, the faculty member submits a written evaluation of the student to the registrar's office and the student receives a written Academic Warning. The student is required to consult with the faculty member and an academic advisor to discuss steps to be taken to assist the student in completing the course.

PROCEDURE

Any student receiving academic warnings in 2 or more classes is placed on Academic Probation. Please see the Appendix for the Academic Warning form.

200.210-PC: ACADEMIC PROBATION

Date Revised: September 2015

POLICY

A student determined to be on academic warning status in two or more classes is placed on Academic Probation for the remainder of the term. A student who completes a term with a grade point average below 2.5 is placed on Academic Probation for the subsequent term, if allowed to progress.

PROCEDURE

Academic Probation is only lifted when the student has demonstrated the ability to achieve a cumulative minimum GPA of 2.5. If this ability is still in question by the end of the probationary period the college determines whether the student should receive an extended probation period or be dismissed from the school.

200.220–PC: REQUIREMENTS FOR ADVANCEMENT TO FINAL TERM

Date Revised:September 2015

POLICY

A minimum GPA of 2.5 is required for any student to advance to the final term.

200.230–PC: END OF TERM REVIEWS, EXHIBITION & SCREENING

Date Revised:September 2015

POLICY

During the final week of the spring term students present work for final review. Final Reviews are extensive and require that each student present their projects and notebooks in an oral presentation to the faculty.

PROCEDURE

A written evaluation of each student's progress and work is completed by the faculty. A public final exhibition of photography and screening of films is held.

250.000 – APPENDICES

250.010 – MFA EVALUATION RUBRIC

Revised: September 2015

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2015

Student Project _____ Mentor _____ Date _____

1. Time on Task:

The candidate must spend a minimum of 45 hours on task, including mentoring, to receive one graduate credit. Time exclusions include: project planning in conjunction with advising, Retreat reviews, and pre-registration discussions regarding project proposals.

	Incomplete	Satisfactory	Excellent
45 hrs per credit	Product and process do not reflect required hours on task.	Effort exhibited coincides with required hours on task.	Overall demonstration of above standard effort on task.

2. Growth in individual art practice:

The Committee evaluates the project under consideration for evidence of a Candidate's progress in refining craft and other elements of facture specifically related to the their art forms. This is an assessment of progress as it relates to work a Candidate has previously submitted for critique. This element of evaluation is reviewed with regard to the following dimensions:

	Dissatisfactory	Satisfactory	Exemplary
a. Self-reliance and confidence within the creative process	A lack of self-direction within the creative process; dependence on feedback to define vision.	Work reflects the development of a self-sustaining process; ability to evaluate relevant feedback.	Consistent and respectful pursuit of an independent vision; sage use of feedback to complement work.

	Dissatisfactory	Satisfactory	Excellent
b. Skills and techniques	Skills in chosen media insufficient to support the development of creative vision.	Fluent in chosen media; applies skills to support concepts and intentions.	Innovative and adaptive applications of chosen media to support artistic direction.

	Dissatisfactory	Satisfactory	Exemplary
c. Professional and creative goals	Lack of direction and awareness of goals and outcomes of work.	Purposeful direction in development and pursuit of goals.	Superior awareness of goals for professional and creative pursuit.

3. Development of Creative Vision:

Whether the project under consideration is of a studio or an academic nature, the Committee requires that it contribute to the overall artistic maturation of the Candidate. Therefore, The project must be deemed not only relevant in this regard but is of a quality exemplary of graduate-level work. This element of evaluation is reviewed with regard to following dimensions:

	Dissatisfactory	Satisfactory	Exemplary
a. Problem finding and solving	Inadequate awareness of challenges within work; lack of resolve in problem solving; trepidation toward change.	Embraces new ideas, intelligently addresses problems and approaches challenges or risks as elements in the development of a personal voice and vision.	Seeks out challenges and risks in furthering artistic vision; creatively solves challenges within work.

	Dissatisfactory	Satisfactory	Exemplary
b. Engagement with new technologies	Lack of curiosity for new forms of potential importance to a candidate's work.	Overall awareness of new forms and willingness to investigate integrating new technologies.	Adaptation of new forms and technologies as a complement to artistic vision.

	Dissatisfactory	Satisfactory	Exemplary
c. Consistency and focus	A lack of coherence of effort toward advancement of the work or project.	Work adequately integrates with and advances creative vision	Steadily advancing progress in expanding a coherent artistic vision.

4. Capacity for self-evaluation, critical thought and discourse:

The committee makes judgment regarding the development of skills of critical reflection based on a Candidate's participation in critiques of work, reviews of academic papers, and the appraisals of project self-evaluations. This element of evaluation is reviewed with regard to the following dimensions:

	Dissatisfactory	Satisfactory	Exemplary
a. Intentions, concepts, syntax	A lack of written or oral fluency regarding intentions, concepts, and syntax of work.	Developing fluency in written and verbal responses to the product and process of work.	Fluency in medium and confident articulation of creative vision.

	Dissatisfactory	Satisfactory	Exemplary
b. Historical, social and cultural context	Inadequate awareness of historical, social and cultural context; inability to contextualize work.	Ability to situate personal vision and locate influences within an historical, social and cultural context.	Use of historical, social and cultural contexts as on-going reference points and frames for creative vision.

	Dissatisfactory	Satisfactory	Exemplary
c. Relationship to Art History and other disciplines relevant to the chosen medium	Inadequate knowledge of fields related to chosen medium hinder making relevant connections to work; oral and written abilities lack confidence and fluency.	Demonstrate oral and written abilities in the discussion of the history of art, humanities and other disciplines as relevant to visual culture; establish relationships to their chosen practice.	Make insightful connections with work in other disciplines to deepen and advance the development of creative vision. Superior written and oral delivery of ideas.

250.020 – LETTER TO PROJECT MENTORS

Revised: September 2015

Dear Project Mentor:

Thank you for agreeing to serve as a mentor for a student enrolled in our MFA program. Your efforts are invaluable to all of us at Maine Media College. We prefer to allow the relationship between mentor and student to develop with as little administrative imposition as is prudent. This approach has worked well. Historically speaking, the benefits to our students generally exceed those that could be expected were a rigid structure of guidance imposed without regard for the relational dynamics involved with mentored learning.

Students must present work to the MFA Committee for critique in order to receive graduate credit. The Committee votes on this matter at the end of each retreat.

Mentors may recommend that credit be granted or denied, and the Committee considers mentors' evaluations in arriving at its decisions. In an effort to apprise you of the criteria that the Committee uses in evaluating student work, I am attaching a copy of our evaluation rubric to this letter. It may be helpful to you in working with the student and as you write midterm and final evaluations.

We observe federally accepted guidelines for credit hours. As you will note in the rubric, the time on task required to earn one credit is 45 hours. Given the length of our semesters, students should expect to spend at minimum fourteen hours per week on the typical 6-credit creative project. This includes the time spent in discussion with the mentor. As a general guideline I recommend that mentors plan to engage with students every two weeks. It is expected that project mentors confer with students at minimum ten hours over the course of the semester.

Lastly, as you will note, some of the evaluation criteria involve a perspective on students' work as it has developed over time. It may behoove you and your student to discuss their previous work to acquire this perspective, if you have not worked with them in the past.

Again, thank you for your efforts. They are greatly appreciated. If you have any questions about the rubric, or believe you would like some further assistance in working with a student, please do not hesitate to contact the student's advisor. If you prefer, you may certainly contact me directly.

Sincerely yours,

Howard Greenberg, Chair Maine Media College MFA

250.040 – CRITIQUE PRIMER

Revised: August 2017

POLICY

The Faculty of Maine Media College view critique as a learning and teaching tool, not a forum for evaluation or generalized assessment. The purpose of critiques is to support through engaged dialogue the development of each student's creative vision, process and product. Faculty model discourse specific to each medium; promote awareness of technical, interpretive and stylistic areas of current and ongoing growth; identify artists, theory, or other sources relevant to the student's work; and support students in addressing challenges or questions in the evolution of each student's work. Critique is a dynamic process that requires active engagement from all the faculty, the student whose work is being critiqued and his or her peers. This primer addresses the role of each participant and identifies postures conducive to productive critiques.

PROCEDURE

For Students

It is helpful to view the Retreat as a time to reflect on the direction of your artistic process and development of your creative vision. The Critique itself and your individual meetings will be more generative if approached as times in which to constructively engage multiple perspectives in dialogue around what you're doing, where you'd like to go and how to get there. Critiques are not final exhibitions, they are part of the learning process and as such framing is discouraged.

Preparing for your Critique:

Try to view the critique as a think tank focused on your work during which you remain open minded to suggestions and feedback. It is important to remember that it is the working being critiqued not you as an artist. Remind yourself that the faculty is supportive of who you are as an artist and what you are trying to say. In doing this, students avoid the most important pitfalls of a critique: defensiveness and reactive listening.

In preparation for your critique, reflect on your core concerns, achievements and challenges during the semester, taking into account the stated objectives in the project proposal, and ask yourself how the critique might best advance your work in moving forward. Using these reflections to shape the way you approach and introduce your critique helps focus your critique on what is most useful and important to your ongoing process and concerns.

It should take no longer than five minutes to introduce the work in a way that will benefit you most. You might want to ask specific questions or you might prefer a more global approach to the work as a whole. Introducing the work with a general description of the process might generate a more global critique while introducing it with a description of particular challenges or concerns directs the discussion toward specifics. Allow your audience a chance to interpret the work and give yourself the benefit of their direct response by limiting explanations of the work itself.

During the critique listen carefully and critically, weigh responses against your goals, identify specific comments or concerns to clarify or probe further. Approaching the critique as a discussion and allowing for a give and take results in rich feedback.

Make sure you understand what is being referred to and described by asking for clarifications. Assess how well your work was understood in your own terms and use this feedback to become a critical connoisseur of your own work. Is your work being perceived and interpreted in the ways you want? If not, those are areas to further probe. This might point out areas of wisdom to be gained from the work itself: is your work doing something different than what you think your work is doing?

Participating in another student's Critique:

Critique discussions model medium-specific discourse and are essential learning opportunities for students who are not being critiqued. What is being said about another student's work will benefit both your own work and your understanding of the field. Listen carefully and critically. Students are encouraged to participate in critiques across all media by sharing comments supportive of the ongoing progress of the work being critiqued. Focus your comments on the work, not the artist. It is often very help to the student being critique if you pose your comment as a question. For

example, “Have you looked at X in relationship to what you’re doing with your print statement?” Thoughtful questions are often the most generative form of critique.

Critique Notes:

Students are required to provide notes on each student critique. The goal in providing these notes is for each student to provide feedback on the work of each of their peers. They also serve to remind the student of issue you found salient during the critique. If there are things you were unable to contribute during the student’s critique, please include them in the critique notes.

Your interpretive view of the work should be geared toward supporting the student’s ongoing process and situated in the context of that student’s objectives. Your responses are extremely valuable but should at all times attend to what you feel would best serve the student and the work. Direct judgments, whether positive or negative, rarely advance the work. For example, if a student is exploring memory through landscape imagery, it is unhelpful to write evaluative comments, such as ‘the connection established between landscape and memory is nebulous’ or ‘this connection has been frequently explored by other artists and what you’re doing is stale.’ However, it would be appropriate and useful to suggest other artists, theorist, and authors with whom you are familiar who have explored the connection between memory and landscape.

For Faculty

The overarching goal of critique is to support the ongoing progress of each student’s work. Faculty is asked to approach each critique with the intention of providing supportive reflections, constructive criticism and interpretations informed by media-specific knowledge. It is quite common for Faculty members to have different opinions. Allowing students to hear dialogue around multiple perspectives and between Faculty members is one of the benefits of group critique and is encouraged at all times.

250.045–SAMPLE - MFA: LETTER OF APPOINTMENT

Date Revised: September 2015

MAINE MEDIA COLLEGE

Date

First Name, Middle, Last Name

Address 1

City, State, Zip

RE: MFA COMMITTEE OF CORE FACULTY APPOINTMENT

Dear First Name,

This contract will confirm your appointment as a member of the MFA Committee of Core Faculty effective *beginning June XXXX through May XXXX*. In this capacity, you accept the following teaching, advising and administrative responsibilities:

- Participate actively in retreats that are scheduled two times each year, including all critiques and final session determining credits.
- Participate in a minimum of two Committee meetings each year.
- Serve as an advisor to students when assigned.
- Serve as a mentor in studio and/or academic projects as selected or assigned – mentor a minimum of two projects each year (unless other MFA program related administrative duties are assumed or assigned).
- Teach Intensives as scheduled
- Complete required student project and evaluation paperwork providing constructive evaluation and feedback that will help the student in achieving the objectives of the degree program.
- Complete subcommittee assignments on a timely basis helping to support curriculum development, accreditation, and other areas to strengthen the MFA program and the institution.
- Be knowledgeable about and supportive of policies that govern faculty, staff and students.
- Support the efforts of Maine Media in areas concerning student recruitment and retention, and related efforts to strengthen the program.
- Play a leadership role in developing and maintaining positive morale and professional relationships among and between students, faculty and staff.
- Pursue and demonstrate an active art practice or research activity or engagement in service to the school.
- Participate actively in annual performance evaluation procedure by completing self-assessment and scheduling review conversation with the MFA Chair.

You will be compensated for your services on a semi-annual basis, at a rate of \$1,800 per year. Additional compensation may include: \$150 for half-day faculty meetings, \$300 for full day faculty meetings, \$100 per year for each student advised, \$238 per credit hour for each mentored project and \$1000 for teaching a 5-day intensive (\$500 if co-teaching).

As a member of the MFA Committee of Core Faculty you must consider it a part of your teaching duties to promote the Mission and Objectives of the College.

The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the State of Maine, irrespective of Maine's choice-of-law principles. Any action or proceedings in connection with this Agreement or in any way relating to employee's employment with the College or the termination thereof may only be brought in a court of record with the State of Maine, or in the United States District Court for the District of Maine. The parties executing this Agreement hereby consent to be subject to the personal jurisdiction of such courts, and the parties expressly without limitation, any and all claims arising out of the employee's employment with the College or the termination thereof.

As a faculty member you agree to adhere to the policies and procedures in the Maine Media College Faculty Handbook. If you wish to accept this appointment, please sign this letter, which will signify your agreement to the conditions of your appointment. This form signed by you **must be received in the Office of the Vice President of Academic Affairs on or before date, 2015**. The conditions of your employment are solely contained in this agreement.

Sincerely yours,

Elizabeth Greenberg
Vice President of Academic Affairs
Seen and agreed to:

_____ Faculty

_____ Date

cc. Human Resources

PLEASE RETURN ONE SIGNED COPY TO THE OFFICE OF VICE PRESIDENT OF ACADEMIC AFFAIRS.

250.050–SAMPLE - MFA: MENTOR AGREEMENT FORM

Date Revised: September 2015

**Maine Media College
MFA program
Mentor Agreement Form**

Mentor: _____ Candidate: _____

Project dates: _____ to _____

Project Title: _____ Number of credits: _____

Both Mentor and MFA Candidate are held to the policies and duties as described in the MFA, Candidate and Faculty Handbooks.

The fee for this contract will be one half of the tuition paid for the project. The Mentor fee per credit on current projects is \$237.50/credit. The fee will be paid in two installments, one upon receipt of the Mentor's Mid-Term Evaluation, and the balance upon receipt of the Mentor's Final Evaluation of the project.

Mentors are considered and paid as Independent Contractors and as such are not covered under the Maine Media Workshops/Maine Media College worker's compensation or liability policies.

Either party may cancel this agreement upon written notice, with four weeks notice to both the Candidate and MFA Administrator. This agreement is automatically canceled upon the termination of the Candidate's enrollment or active status in the program.

The signature confirms agreement to fulfill the Mentor responsibilities as described in the MFA Handbook.

TO BE COMPLETED AND SIGNED BY THE MENTOR

FULL NAME:

ADDRESS:

STUDIO PHONE:

HOME PHONE:

FAX:

EMAIL:

Are you authorized to work in the U.S. on an unrestricted basis: YES NO

If YES, please provide your Social Security #: _ _ _ - _ _ - _ _ _ _

Mentor Signature: _____ Date: _____

MFA Administrator: _____ Date: _____

MFA Chair: _____ Date: _____

Please complete, sign and return the original of this agreement with the Mentor Payment Form and signed Project Proposals. Send to: Maine Media College, MFA Program, 70 Camden Street, Rockport, ME 04856

250.060–SAMPLE - MFA: CORE FACULTY SELF - ASSESSMENT

Date Revised:September 2015

MFA Core Faculty Self-Assessment

Please reflect on your achievements during the past year in the areas listed below, and provide specific goals/objectives for the upcoming year in each category. Progress will be reviewed in January-February with outcomes and reflections added.

- At MMW+C, Teaching (Intensives, Workshops)/Mentoring (Creative, Academic)/Curricular Design/Advising
- Service/Professional (MMW+C committees, educational, events and open houses attended, recruiting students and guest faculty, etc.)
- Creative/Scholarly (projects, exhibitions, publications, screenings, awards, etc.)
- How can your supervisor help in your performance and personal and professional development?

The following questions are optional. Your responses will be helpful to us if you wish to respond. Please respond on a separate piece of paper, which will not be placed in your personnel file and will not be part of your assessment, unless you so wish. If you wish these responses to be placed in your personnel file, check here.

1. Do you feel that certain aspects of the structure and management particularly enhance or hamper your job activities? (Please cite positive or negative conditions that are particularly important to you.)
2. Overall comment (a short statement of your overall experience as a Maine Media Workshops + College employee during the past year).

250.100–PC PROGRAM EVALUATION RUBRIC

Date Revised: September 2015

Maine Media College Professional Certificate Evaluation Rubric

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Student _____

Project _____

Mentor _____

Date _____

1. Time on Task:

The student must spend a minimum of 135 hours on task to complete each professional certificate course. Over the ten-week trimester, for each course designated as a studio class, the student spends 45 hours in class, 45 hours in supervised lab, and at least 45 hours additionally to fulfill this requirement. For each course designated as an academic class, the students spends 45 hours in class, and an additional 90 hours outside of class to fulfill this requirement.

	Incomplete	Satisfactory	Excellent
135 hrs per course	Product and process do not reflect required hours on task.	Effort exhibited coincides with required hours on task.	Overall demonstration of above standard effort on task.

2. Development of skills and techniques, the creative process and direction:

The faculty evaluates the student’s work under consideration for evidence of progress in refining craft and other elements of facture specifically related to the their art forms. This element of evaluation is reviewed with regard to the following dimensions:

	Dissatisfactory	Satisfactory	Exemplary
a. Self-reliance and confidence within the creative process	A lack of self-direction within the creative process; dependence on feedback to define vision.	Work reflects the development of a self-sustaining process; ability to evaluate relevant feedback.	Consistent and respectful pursuit of an independent vision. Sage use of feedback to complement work.

	Dissatisfactory	Satisfactory	Excellent
b. Skills and techniques	Skills in chosen media insufficient to support the development of creative vision.	Fluent in chosen media; applies skills to support concepts and intentions.	Innovative and adaptive applications of chosen media to support artistic direction.

	Dissatisfactory	Satisfactory	Exemplary
c. Professional and creative goals	Lack of direction and awareness of goals and outcomes of work.	Purposeful direction in development and pursuit of goals.	Superior awareness of goals for professional and creative pursuit.

3. Development of Creative Vision:

Whether the work under consideration is of a studio or an academic nature, the faculty requires that it contribute to the overall artistic maturation of the student. This element of evaluation is reviewed with regard to following dimensions:

	Dissatisfactory	Satisfactory	Exemplary
a. Problem finding and solving	Inadequate awareness of challenges within work; lack of resolve in problem solving; trepidation toward change.	Embraces new ideas, intelligently addresses problems and approaches challenges or risks as elements in the development of a personal voice and vision.	Seeks out challenges and risks in furthering artistic vision; creatively solves challenges within work.

	Dissatisfactory	Satisfactory	Exemplary
b. Engagement with new technologies	Lack of curiosity for new forms of potential importance to a student's work.	Overall awareness of new forms and willingness to investigate integrating new technologies.	Adaptation of new forms and technologies as a complement to artistic vision.

	Dissatisfactory	Satisfactory	Exemplary
c. Consistency and focus	A lack of coherence of effort toward advancement of the work or project.	Work adequately integrates with and advances creative vision	Steadily advancing progress in expanding a coherent artistic vision.

4. Capacity for self-evaluation and participation in critiques:

The faculty makes judgments regarding the development of skills of critical reflection based on a student’s participation in critiques of work and reviews of academic projects. This element of evaluation is reviewed with regard to the following dimensions:

	Dissatisfactory	Satisfactory	Exemplary
a. Intentions, concepts, syntax	A lack of written or oral fluency regarding intentions, concepts, and syntax of work.	Developing fluency in written and verbal responses to the product and process of work.	Fluency in medium and confident articulation of creative vision.

	Dissatisfactory	Satisfactory	Exemplary
b. Understanding of the history of the chosen medium; familiarity with contemporary trends in the chosen media.	Inadequate knowledge of history and trends related to chosen medium hinder development of work.	Demonstrate oral and written abilities in the discussion of the history of chosen medium, the discussion of contemporary trends.	Make insightful historical connections that deepen and advance the development of creative vision. Superior written and oral delivery of ideas.

250.110–SAMPLE - PC: LETTER OF APPOINTMENT

Date Revised:September 2015

MAINE MEDIA COLLEGE
(PC)LETTER OF APPOINTMENT
ACADEMIC YEAR XXXX – XXXX

Fall term XXXXXXXX, winter term XXXXXXXX, spring term XXXXXXXX

Name:

Designation:

Courses:

Your salary will be subject to the usual tax and social security withholding. Please refer to the Faculty Handbook for information regarding payments. Courses with fewer than 5 students are subject to cancelation. Faculty are notified of potential cancelations two weeks prior to the start of each term.

All part-time faculty appointments include acceptance of the standards, terms and conditions outlines in the MMC Faculty Handbook and MMC Student Handbook. MMC supports the integrity of the faculty and the faculty agree to support MMC in the following areas:

- Ongoing and active individual studio and research work.
- Contribution to a learning environment characterized by concern for and encouragement of the individual.
- Provide leadership at faculty meetings and for other academic committees as an active member of the MMC/MMC community.
- Provide course descriptions, syllabi, student grades and evaluations of student progress as requested.
- Be knowledgeable about and supportive of the policies that govern faculty, staff and students.
- Support the efforts of the Programs and areas concerning student recruitment and retention, curriculum development, course and self-evaluations, academic advising and related efforts to strengthen the programs as well as the institution.
- Play a leadership role in developing and maintaining positive morale and professional relationships among and between students, faculty and staff.
- Support MMW / MMC efforts to strengthen the quality of its programs, including community events, exhibitions and library development.
- Represent MMW / MMC to the community in ways that enhance awareness and respect for the mission, goals and objectives for the institution.

Please see the MMC Faculty Handbook for a complete listing of all policies, procedures including areas of Faculty Development.

I accept this Letter of Appointment and the conditions contained herein.

Faculty signature: _____ **Date:** _____

250.120–SAMPLE - PC: CURRICULAR FACULTY SELF - ASSESSMENT

Date Revised: September 2015

(PC) Curricular Faculty Self-Assessment

Please reflect on your achievements during the past year in the areas listed below, and provide specific goals/objectives for the upcoming year in each category. Progress will be reviewed in June with outcomes and reflections added.

- Evaluation of the strengths and weaknesses of each course taught.
- Summary of how the course could be improved in the future including changes to the syllabus.
- An account of the faculty member's service work as appropriate to any committees or additional institutional projects.
- An account of any professional work undertaken during the year (such as exhibition, screening, creative project, public lecture, etc.)

The following questions are optional. Your responses will be helpful to us if you wish to respond. Please respond on a separate piece of paper, which will not be placed in your personnel file and will not be part of your assessment, unless you so wish. If you wish these responses to be placed in your personnel file, check here.

1. Do you feel that certain aspects of the structure and management particularly enhance or hamper your job activities? (Please cite positive or negative conditions that are particularly important to you.)
2. Overall comment (a short statement of your overall experience as a Maine Media Workshops + College employee during the past year).

250.130–SAMPLE - ACADEMIC WARNING FORM

Date Revised:September 2015

ACADEMIC WARNING

Student Name:

Date:

This letter serves as notification of your Academic Warning status in the following course:

Course Title:

Faculty:

You are hereby given Academic Warning based on the criteria below:

___ Absenteeism: Only 2 absences are permitted. A third absence results in a dropped letter grade. Each additional absence results in a dropped letter grade.

___ Excessive tardiness

___ Lack of participation in class

___ Poor work quality

___ Work incomplete

Your grade in the class as of mid-term evaluation is _____.

If the performance area(s) listed above continue, a second academic warning may be forthcoming. The combination of two academic warnings will result in academic probation.

Maine Media College strives to give students support in their academic studies and creative work. Please speak to the faculty member for the above course as soon as possible to discuss steps to be taken to ensure your successful completion of this course.

Maine Media College strives to give students support in their academic studies and creative work. Please speak to the faculty member for the above course as soon as possible to discuss steps to be taken to ensure your successful completion of this course.