

## DEPARTMENT OF ART

### PROMOTION AND TENURE – STANDARDS OF EXCELLENCE

The Department of Art will follow all Promotion and Tenure procedures outlined in the Faculty Handbook of Columbus State University. The *Department Personnel Committee* bears the responsibility of reviewing all departmental candidates for promotion and tenure based upon the guidelines published in the Faculty Handbook.

The Faculty Handbook asserts that all candidates who apply for appointment or promotion to academic ranks shall possess the appropriate terminal degrees. Promotion to Associate Professor without a terminal degree will only be considered in exceptional cases such as having gained high distinction as a publishing scholar or creative artist.

The Faculty Handbook charges the *Department Personnel Committee* to focus on three areas of review:

1. Teaching Effectiveness
2. Research, scholarly or creative engagement
3. Service to the institution, profession and community

All reviews of faculty performance must reflect the nature of the individual disciplines in the Department of Art. Reviews shall not be capricious, arbitrary, or discriminatory. Due process must be provided.

The following *Standards of Excellence*, required by the Faculty Handbook, reflect the expectations of the Department of Art:

#### 1. TEACHING EFFECTIVENESS

Teaching Effectiveness is a critical component of the faculty performance review as stated in the Faculty Handbook. Candidates for promotion and tenure shall be evaluated based upon the documentation of teaching excellence required by the guidelines in the Faculty Handbook. Such documentation should include annual evaluations by the department chair, at least one peer review of teaching based upon formal observation and assessment of syllabi and assignments, student evaluations, and faculty self-assessment.

#### *Standards of Excellence*

Faculty are expected to demonstrate an on-going commitment to undergraduate education and innovative teaching in the classroom. This will be assessed based upon the following criteria:

- **A current, sound knowledge base in the discipline reflecting continuous revision that improves course content**
  - Provides clear syllabi and expectations
  - Uses appropriate and up-to-date creative techniques and approaches, methodologies and texts
  - Actively improves course content and presentations
  - Instructional approach evidences continuous revision and development
  
- **Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop creative and critical thinking**
  - Encourages class discussion and questions
  - Discusses point of view other than his/her own
  - Challenges and motivates better and weaker students
  - Understands and uses a variety of teaching strategies
  - Employs methodologies that encourage creative and critical thinking
  - Understands and uses a variety of teaching technologies
  
- **Development of evaluation instruments that accurately assess the achievement of stated course standards**
  - Uses fair examination/portfolio review and grading policy
  - Constructs tests reflecting and supporting course goals
  - Constructs assignments reflecting and supporting course goals
  - Makes student's aware of criteria for which they will be graded
  
- **High expectations for student achievement, and the provision of support that helps students meet these expectations**
  - Presents rigorous, clearly stated course requirements
  - Actively assists students in achieving course requirements
  - Provides the opportunity for student inquisitiveness and curiosity
  
- **Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by**
  - Development of new courses and/or new curricula that reflect current trends in the field
  - Development of more effective assignments and measures of student learning
  - Development of more effective methodologies of content delivery
  - Participation in Faculty Development activities and opportunities related to teaching.
  
- **Within the field of Art Education** excellence in teaching will also encompass providing consistent supervision of clinical experiences.

## 2. RESEARCH

Tenure track faculty members, both studio and art history, are expected to establish a consistent record of engagement in their fields. Research, scholarly or creative artistic activities are those that lead to the production of new knowledge, original or critical historical theory or interpretation and the production of art and artistic exhibitions. Although we do not specify a number of exhibitions or publications all candidates should include work that is externally validated through the process of jury or peer-review. The listing of activities is not hierarchical.

These activities should be documented in the candidate's dossier by copies of publications, exhibition announcements and other materials. The record of recognition may also include awards, prizes, honors, exhibitions, critical reviews, publications, artistic production, and successful research proposals.

### *Standards of Excellence*

#### a. STUDIO ART

Professional activities for studio faculty may include, but are not limited to:

- Solo exhibitions in museums, galleries, or art centers recognized for excellence within the field
- Participation in juried group or reputable invitational exhibitions on a regional, national, or international level
- Participation in state and local juried or reputable invitational group exhibitions
- Participation in artist residencies and special projects at the regional, national or international level
- Development of digital media, performance, or other projects outside of more traditional venues that are recognized for innovation or excellence
- Visiting artist and lecturer positions at universities, museums, art centers and other venues
- Ongoing recognition through published reviews, citations, catalogues and/ or published catalogue/book reproductions of work
- Presentation of papers and workshops at regional and national conferences
- Peer reviewed collaborative projects with other artists and those in other research or creative fields.
- Competitive grants, and commissions at the regional, national, or international level
- Acquisition of works for inclusion in public and private collections.
- Curating or co-curating exhibitions

It is the responsibility of the candidate to provide documentation that confirms the quality and character of any solo or group exhibition particularly the criteria for inclusion in the exhibition be it invitational or juried.

#### b. ART HISTORY

### *Criteria for Scholarship*

We value scholarship that contributes to the knowledge base of the discipline as well as scholarship that explains learning, improves teaching and emphasizes the direct application of disciplinary knowledge to students' learning and living environments.

- o Scholarship that adds to the disciplinary knowledge base:
  - Authorship or co-authorship of a refereed book.
  - Publication of new disciplinary knowledge in refereed journals.
  - Publication of books through editing or authoring that adds to disciplinary knowledge.
  - Presentation of new disciplinary knowledge at appropriate professional meetings.
  - Serving as a reviewer of professional journal articles, books, or professional conference submissions.
  - A refereed publication in the proceedings of a major scholarly organization of state, regional, national, or international importance in the candidate's field of expertise.
  - Authorship or co-authorship of a chapter in a refereed book from a reputable publisher.
  - Presentations open to the public, such as colloquia, that share new disciplinary knowledge.
  - Organizing and implementing a disciplinary lecture series.
  - Curating exhibitions related to the discipline.
  - Authorship or co-authorship of a substantial and successful grant proposal of importance to the candidate's scholarship.
  - Editorship, co-editorship or associate editorship of a refereed scholarly journal, book, or selection of essays or readings within the candidate's field.
  - Producer or co-producer of a documentary under the auspices of an organization credible in the candidate's field.
  - The receipt of an award or citation for scholarship from a reputable organization of state, regional, or national scope in the candidate's field.
  
- o Scholarship that adds to the pedagogical knowledge base:
  - Presentation of innovative teaching techniques at appropriate professional meetings.
  - Active participation in workshops and conferences for faculty development designed to invigorate teaching.
  - Publication of innovative teaching techniques in refereed journals.
  - Publication of pedagogically related books.
  - Design and execution of workshops to improve teaching.
  - Successful development of grants to support teaching development.
  - Presentations to professional organizations, such as colloquia, that shares new pedagogical knowledge.
  - Editing a professional journal devoted to pedagogy.
  - Serving as a reviewer for pedagogical journal articles and/or books.

### c. ART EDUCATION

Research/creative activity can encompass several areas that include both publications and exhibitions. A faculty member in Art Education may choose to maintain a research agenda that comprises both writing for publication and creative activity for exhibitions, or may emphasize exhibitions or publications.

*Standards of Excellence*

Appropriate publications and scholarly activities include:

- Single or co-authored books and edited volumes
- Articles in recognized scholarly journals
- Editorships
- Regular or frequent columns contributed to appropriate professional publications in the field
- Publications in conference proceedings
- Reviews of books or exhibitions
- Scholarly papers presented and workshops led at professional conferences, and consultancies associated with art education
- Organizing and curating of exhibitions appropriate to the concerns of art education

Creative activities:

Categories of creative activities for art education candidates would be identical to those for faculty in studio arts including an exhibition record that includes competitions, invitational exhibitions, solo and group exhibitions presented on juried or invitational basis by reputable galleries, museum, and art centers.

**3. SERVICE TO THE INSTITUTION, PROFESSION AND COMMUNITY**

Faculty members shall present evidence of their participation in service activities relevant to the institution, the profession, and the community. Evidence of this activity may include: a listing of inclusion on faculty committees (verifiable by the *Department Personnel Committee* through university records), documentation of conference and workshop participation, program and curriculum development within the department, college, and university, invitations and programs that document community engagement.

*Standards of Excellence*

A. Institution

Faculty members in the Department of Art are expected to take an active role in the work of their department, college, and university and pursue that work in an

engaged and collegial manner. The portfolio of administrative and committee service should reflect a steady increase in experience and responsibility beginning with committee work at the departmental level and steadily expanding to include work on college and university committees.

We recognize that for some faculty members, service responsibilities will at times supersede the time available for research. We emphasize that the evaluation for promotion and tenure considers teaching as a primary responsibility and views research and service as components that ebb and flow in emphasis over the course of a faculty career.

## B. Profession

Faculty members in the Department of Art participate in the life of their profession in a manner that frequently overlaps with their research and creative activities. Evidence of such service may include regular participation in professional conferences, presentation and participation in workshops, participation in residencies, development of meetings and activities relevant to the profession. Within the field of art education this may encompass advocacy for art education programs within the university, community, and the field itself.

## C. Community

The primary goal of community service should be the enhancement of the Columbus State University Community. From the perspective of the Department of Art activities that employ the expertise of the faculty of the Department of Art to enhance our community are most important. Activities such as service on committees, boards of directors, or participation in activities relevant to the visual arts should be documented. This includes activities such as school visitations to present workshops, public lectures, public demonstrations, and participation in other arts activities. Community service of a general nature particularly that which is publicly sponsored by Columbus State University, should also be included. Within the field of Art Education community service should include maintaining good working relationships with state and local school districts and other art educators.

Approved by majority vote of the tenured faculty – September 13, 2011.

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