

DEPARTMENT OF ART

PROMOTION AND TENURE – STANDARDS OF EXCELLENCE

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

The Faculty Manual 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 Manual charges the departmental Promotion and Tenure committee to focus on three areas of review for tenure-track faculty:

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

Full-time Lecturers in the Department of Art shall be reviewed on the basis of:

1. Teaching Effectiveness according to the Standards of Excellence in that area.
2. Additional work in the areas of research and service are not required component of the evaluation process.

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 Manual, 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 Manual. Candidates for promotion and tenure shall be evaluated based upon the documentation of teaching excellence required by the guidelines in the Faculty Manual. Such documentation includes annual evaluations by the department chair, 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
 - Active participation in workshops and conferences for faculty development designed to invigorate teaching.
- **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 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.
 - Provides and uses, in a written format the criteria by which students 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.
- Successful development of grants to support teaching development.

- **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 the 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:

- Creative activity, exhibitions (curated, juried, and invited), public or private commissions, professional competitions, and/or web-based peer-reviewed projects.
- Active record of client practice appropriate to the individual discipline.
- 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
- Acceptance and/or exhibition of a production by selection or invitation at an appropriate venue
- Distribution or purchase of a production by selection from an appropriate distribution company or venue

- 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 lectures 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
- Collaborative projects with other artists and those in other research or creative fields leading to peer-reviewed outcomes.
- 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
- Award recognition for excellence in creative endeavors or projects, including design or animation, from regional, national or international organizations
- Presentation of innovative teaching techniques at appropriate professional meetings.
- Publication of innovative teaching techniques in refereed journals.
- Publication of pedagogically related books.
- Design and execution of workshops to improve teaching.
- Presentations to professional organizations, such as colloquia, that shares new pedagogical knowledge.

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.

- 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 field
- 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.
- Presentation of innovative teaching techniques at appropriate professional meetings.
- Publication of innovative teaching techniques in refereed journals.
- Publication of pedagogically related books.
- Design and execution of workshops to improve teaching.
- Presentations to professional organizations, such as colloquia, that shares new pedagogical knowledge.

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 writings for publication and creative activity for exhibitions or may emphasize either 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 a juried or invitational basis by reputable galleries, museums, and art centers.

2. 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 consist of listings of inclusion on faculty committees (verifiable by the Promotion and Tenure Committee through university records), documentation of conference and workshop participation, positions held on museum or academic conference boards, 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 to 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 be ongoing and exceed normal expectations. In those instances, faculty time should be reassigned with the advice and approval of the department chair. Faculty

should document their additional service and reassigned time in their promotion and tenure documentation.





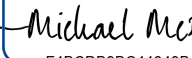

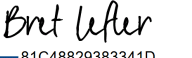

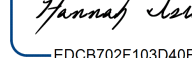


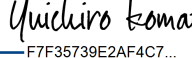
B. Profession

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 conference, the development of meetings and activities relevant to the profession, editing a professional journal devoted to pedagogy, or Serving as a reviewer for pedagogical journal articles and/or books. 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 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. 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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Re-approved – September 2021

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