

Visual Arts Department:

Primary Unit Criteria for Reappointment, Tenure, and Promotion

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REGENT POLICY EXCERPTS

According to the University of Colorado Board of Regents' Standards for Tenure: As stated in Regent Policy 5.D – Reappointment (to a tenure-track position), Tenure, and Promotion, tenure may be awarded only to faculty members who have demonstrated, at a minimum, meritorious performance in each of the three areas of: teaching (or librarianship), scholarly/creative work, and leadership and service (to the university, profession, and/or public); and demonstrated excellence in either teaching (or librarianship), or scholarly/creative work.

(See Board of Regents Policy, [APS Number: 1022 “Standards, Processes, and Procedures for Reappointment, Tenure, Promotion, and Post-Tenure Review”](#))

(See Board of Regents changes made to Article 5 and Policy 5D. that will apply to tenure and promotion cases of all faculty hired on or after July 1, 2020. This Regent’s Policy was adopted on November 8, 2018 and is included herein)

All stages and levels of the process take into account your teaching ability, your scholarly/creative work, your University, professional, public service and leadership activities. Other criteria that may have a material bearing on the decision being made are also considered. CU Denver generally weights faculty performance as 40% teaching, 40% scholarly/creative work, and 20% leadership and service.

(See [University of Colorado Denver Administrative Policy 1004, “Reappointment, Tenure, and Promotion”](#))

GENERAL PRINCIPLES OF RTP EXPECTATIONS IN THE VISUAL ARTS DEPARTMENT (VA)

Faculty in the Visual Arts Department are expected to meet University of Colorado Board of Regents requirements through meritorious and/or excellent scholarly/creative work, teaching, and leadership and service that connects these endeavors and expands knowledge for the discipline, students, and the community.

This document addresses expectations in the three areas outlined in the CU Board of Regents Policy. As specified in this Visual Arts Department document, faculty shall demonstrate meritorious and excellent accomplishment through a variety of avenues. The candidate has the obligation to present a dossier that contains compelling evidence that supports ratings of meritorious to excellent levels of achievement and captures the impact of his/her work. Decisions granting or denying tenure or promotion are based on the documented record of achievement.

REAPPOINTMENT/PROGRESS TOWARDS TENURE

Faculty who are making progress towards tenure are engaged in building activities and relationships that demonstrate a clear developmental arc in the areas of Scholarly/Creative Work, Teaching, and Leadership and Service.

Faculty progressing towards tenure will:

- Seek opportunities to position initiatives for the highest possible impact in Scholarly/Creative Work, Teaching, and Leadership and Service.
- Endeavor to positively impact the reputation and scholarly prominence of department, college, university, and external communities.
- Pursue external and internal funding.
- Connect students to activities in support of their education, service, and development as artists and scholars.
- Build relationships and opportunities with creative industries and professional organizations that benefit the faculty member, students, college, and university.
- Seek opportunities for active participation in professional and cultural organizations.
- Build a record of achievement as an effective educator focused on student-centered learning.

COMPREHENSIVE REVIEW

Comprehensive Review Campus Administrative Policy 1004 requires that Assistant Professors undergo comprehensive reappointment review before they may be considered for tenure and promotion to Associate Professor.

- Each tenure-track faculty member shall be evaluated in a comprehensive manner at least once during the tenure probationary period apart from the review for the award of tenure. The Comprehensive Review typically occurs during the fourth year of full-time service.
- The Comprehensive Review is a critical appraisal designed to identify a candidate's strengths and weaknesses as a whole and based on the Visual Arts Primary Unit Criteria for “meritorious” and “excellent” performance in Scholarly/Creative Work, Teaching, and Leadership and Service.
- Candidates will be evaluated according to whether they are: on track for tenure; not yet on track for tenure, but could meet standards for tenure with appropriate corrections; or not on track for tenure. This evaluation will be determined in sufficient time to allow promising candidates to improve their records before the evaluation for tenure.
- The review must include evaluation by external reviewers, as determined by campus policy. Candidates for reappointment may receive specific advice about aspects of their performance that need improvement, although non-reappointment is also a possible result of the comprehensive review. If not reappointed because of the outcome of the comprehensive review, he/she will have a terminal year before her/his appointment ends.

AWARDING OF TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

In order to be considered for tenure, the faculty member must bring forward a record of sustained growth and high-quality impact achieved through significant accomplishments as a whole in the areas of, Scholarly/Creative Work, Teaching, and Leadership and Service. The impact of a faculty member’s activities must reach national and/or international audiences.

Faculty seeking the awarding of tenure should have accomplishments such as:

- An established record of achievement that has resulted in significant impact in Scholarly/Creative Work, Teaching, and Leadership and Service.
- Positive impact on the reputation and prominence of department, college, university, and relevant external communities.
- A record of external and/or internal funding.
- A record of connecting students to activities that support their education, service, and development as artists and scholars.
- A record of achievement as an effective educator focused on student-centered learning.
- Significant contributions to professional, educational, and/or cultural organizations.

AWARDING OF PROMOTION TO FULL PROFESSOR

A candidate for promotion to Full Professor must bring forward a record that, post tenure review, taken as a whole, is excellent. Candidates must achieve and demonstrate sustained prominence as a high-level contributor to the department, college, university, community, professional field, and creative industries. The impact of a faculty member’s activities must reach national and/or international audiences. Activities must demonstrate a positive and significant impact on the vitality and sustainability of the Visual Arts Department as well as the College of Arts & Media.

Faculty seeking promotion to Full Professor should have accomplishments such as:

- A sustained record of achievement that has resulted in significant impact in Scholarly/Creative Work, Teaching and Leadership and Service.

- Quality mentorship that positively impacts the work of others.
- Continued positive impact as a high-level contributor to the reputation and prominence of department, college, university, and relevant external communities.
- A sustained record of achievement as an effective educator focused on student-centered learning.
- High-level contributions to professional, educational, and/or cultural organizations.

EVIDENCE FOR EVALUATING MERITORIOUS AND EXCELLENT ACCOMPLISHMENT

Visual Arts faculty position their Scholarly/Creative Work, Teaching, and Leadership and Service activities to impact a wide variety of audiences. The meritorious or excellent level of a faculty member's accomplishments, in relationship to progress towards tenure, awarding of tenure, and promotion, are determined by measurable indicators and a developmental arc of tangible growth that spans Scholarly/Creative Work, Teaching, and Leadership and Service. VA faculty demonstrates the meritorious and excellent levels of accomplishment through careful documentation of activities that places activities in context and provides evidence of indicators described in this document.

Assessment of one's Scholarly/Creative Work, as well as some aspects of Teaching, exists in a variety of peer reviewed contexts. The College of Arts & Media expects faculty to participate in activities that include peer review components as these provide measurable indicators of meritorious or excellent accomplishment.

External reviewers, professionals in the field, are important in establishing substantive peer review.

Substantive Peer Review

In arts disciplines, assessment of Scholarly/Creative Work exists in a variety of peer reviewed contexts. One form of peer review is "front-end." In a front-end peer review, the faculty member's work is selected for awards or inclusion by academic/discipline specialists and/or professional experts. Invited participation by these experts is often considered equivalent or more significant than a formal juried process. Back-end peer review often occurs post-presentation of the work. Back-end peer review occurs when a work is cited by others. Another form of peer review is a jury. Adjudicators include, but are not limited to, juries, curators, art critics, review panels, selection committees, external reviewers, collaborators, publishers, editors, etc.

Documentation of Peer Review includes the following:

- Description of the activity that was peer reviewed.
- Description of the peer review process
- Adjudicator(s) name and title.
- Qualifications of the adjudicator(s)
- Additional contextual information that substantiates the impact of the work.

Selectivity

Visual Arts faculty engage in activities that are identified for inclusion in such arenas as film festivals, exhibitions, educational and professional conferences, recordings, journals, print and electronic publications, presentations, and performances of their work. Selectivity involves critical decisions that include considerations such as the number of applicants/proposals in the pool, the number of individuals selected in relationship to the size of the pool, the quality of the individuals and activities selected, and the geographic diversity of the applicant pool and individuals selected. Selectivity is an indicator that can identify the level and quality of the activity.

Documentation of Selectivity includes the following:

- Description of the activity that was selected.
- The number of proposals/individuals/projects included in the pool for selection.
- The number of proposals/individuals/projects selected.

- Annotations that identify the significance of the work.
- Geographic diversity of the selection pool.

Distribution and Venue

Visual Arts activities are distributed in a variety of ways, from both print and electronic published reviews of activities such as visual arts exhibitions to publications of research findings. Distribution details, such as the entity distributing the activity, circulation, diversity of audience, and geographic scope of distribution, can be identified as measures of quality and impact. Venues include, but are not limited to: art centers, cultural and performance centers, websites, conference, and educational centers. Venues for scholarly materials can include websites, journals, books, and conference proceedings. Factors that indicate the venue prominence include, but are not limited to, geographic location, audience, reputation of the venue in the field, selectivity of works presented in the venue, professional standing of venue directors, and the reputation of artists that have been represented in the venue.

Documentation of Distribution and Venue includes the following:

- Description of the activity.
- Description of the venue and/or entity distributing the work.
- Statement of the distributing entity and/or venue's prominence or reputation in the field.
- Circulation numbers or in the case of websites, visitors to the site.
- Circulation geography and audience.
- Additional information that indicates the quality/impact.
- Reputation of other artists/events that have been presented in the venue.

International, National, Regional, and Local Impact of Scholarly/Creative Work

The Visual Arts Department recognizes that using geographic terminology such as international, national, regional, and local; and assigning excellence to one or the other is a one-dimensional approach that has limited value in RTP evaluations. For example, the Denver Art Museum is a museum that brings in international artists and international audiences. Exhibitions at the Denver Art Museum can be reviewed nationally and internationally. To some, if a VA faculty member exhibited work at the Denver Art Museum, that activity may not be deemed meritorious simply because the museum is geographically local. However, the activity may be indeed excellent because the museum's audience, artists, reviews, and reputation is international.

Simultaneously, if a faculty member is invited to present a film at a film festival in Oaxaca Mexico that features local filmmakers and is visited by regional audiences, that activity may not be deemed excellent. The activity may be meritorious as the festival features local filmmakers with regional audience attendance. Geography must be contextualized, not based on location in relationship to Denver, but based on its impact and selectivity as evidenced by an international, national, regional, or local reviewing body, artists, audiences, distribution, venue, and reputation in the field.

"International" is defined as:

Publication/presentation/performance (whether in print or electronic form) that is peer reviewed by an international body and/or presented in a venue or through an outlet that regularly presents international artists or scholars, or is visited by international audiences, or includes international distribution, is reviewed or cited internationally, or is deemed by art professionals to have international significance.

An activity that meets this definition of international as described above is excellent.

"National" is defined as:

Publication/presentation/performance (whether in print or electronic form) that is peer reviewed by a national body and/or presented in a venue or through an outlet that regularly presents national artists or scholars, or is visited by national audiences, or includes national distribution, is reviewed or cited nationally, or is deemed by art professionals to have national significance.

An activity that meets this definition of national as described above is excellent.

"Regional" is defined as:

Publication/presentation/performance (whether in print or electronic form) that is peer reviewed by a regional body and/or presented in a venue or through an outlet that regularly presents regional artists or scholars, or is visited by regional audiences, or includes regional distribution, is reviewed or cited regionally, or is deemed by art professionals to have regional significance.

An activity that meets this definition of regional as described above is meritorious.

"Local" (Denver metropolitan region, including on the CU campus system) is defined as:

Publication/presentation/performance (whether in print or electronic form) that is peer reviewed by a local body and/or presented in a venue or through an outlet that regularly presents local artists or scholars, or is visited by local audiences, or includes local distribution, is reviewed or cited locally, or is deemed by art professionals to have local significance.

An activity that meets the definition of local as described above is meritorious.

Self-Publishing and Peer Review

Visual Arts values entrepreneurship, the use of new technologies, and innovation in building audiences for one's work. Artists today have many vehicles for self-publishing their scholarly/creative work, from mastering music, and e-printing monograph books to publishing mobile device applications. Self-publishing does not include front end peer review, but it can garner back-end peer reviews if the work created is cited by others after it has been created and distributed. Identifying the meritorious or excellent level of a self-published work that is cited by others can be measured through the reach of the citation.

Joint Authorship

Visual Arts values collaborative endeavors. Faculty working collaboratively must document and establish the contributions they have made to collaborative works by contextualizing their roles and responsibilities in relationship to the overall project and to the contributions of other members of the project. Identifying the meritorious or excellent level of contributions can be measured through the success of the finished work (peer review, selectivity, distribution, and venue) and an assessment of the quality of the faculty member's individual contributions.

SCHOLARLY / CREATIVE WORK

Distinctions between Studio Arts and Art History

The Visual Arts Department defines Scholarly/Creative Work as the creation, application, and dissemination of knowledge/creative work that expands human understanding, contributes to the intellectual capital of the university, and impacts the disciplines in which we practice, the creative industries, and student learning. As the faculty of the Visual Arts Department includes both artists and scholars, we recognize and respect the differences between, as well as the differences within the varied artmaking and art-historical activities our faculty practice. The Visual Arts Department takes into consideration the fact that some creative and scholarly production is based on time-consuming work done by the candidate (such as that involving collaboration with clients, industry, institutions, and other artists, or significant travel to conduct archival research or fieldwork) resulting in a delay of projects or publications. Moreover, the College of Arts & Media research faculty are required to teach a 2-3 (rather than the University's average 2-2) course load, which inevitably affects Visual Arts faculty research differently than many campus colleagues in similar disciplines. These factors may be taken into consideration when judging the candidate's Scholarly/Creative Work.

The flagship professional organization shared by the Visual Arts faculty, the College Art Association has noted in their "Guidelines for Retention and Tenure of Art and Design Faculty" that productivity in creative practices should

additionally take into account “changes in academia, the art and design marketplace, the faculty member’s expressive medium(s), the availability of appropriate venues for public presentation of the medium(s), and so on. For some, the commercial gallery may not be a suitable indicator of excellence or national recognition.” In its “Standards for Retention and Tenure of Art Historians” CAA has also observed (with the Modern Language Association and the American Council of Learned Societies) “the sudden and steep decline in the publication of scholarly books in the humanities in the United States” and recommended that this “crisis” in academic publishing be taken into consideration when evaluating candidates’ publication records. As such, the Visual Arts Department’s criteria for “meritorious” and “excellent” performance in Scholarly /Creative work incorporate various aspects of these “Standards” and “Guidelines.”

Ultimately, it is the responsibility of candidates to make the case for not only the quantity but also the quality of the outlets in which their work appears according to the standards of their respective discipline, taking into account factors of selectivity, impact, and distribution and venue articulated above. It is the responsibility of their review committees and the Visual Arts Department to verify that quality.

Scholarly/Creative Work initiatives in Visual Arts

These may include, but are not limited to:

- Contributions to the development of collaborative, interdisciplinary, or inter-institutional Scholarly/Creative Work activities.
- Appropriately connecting one’s Scholarly/Creative Work activities into teaching and student learning contexts.
- Collaborative investigations between a CAM faculty member and one or more colleagues from other disciplines or fields leading to the development of new models and methods that enhance Scholarly/Creative Work.

Examples of Meritorious and Excellent Indicators in Creative Work:

Meritorious

- Peer-reviewed or selective process resulting in an invitation from a local or regional organization to participate on a panel or a presentation that centers on creative practice, art- making, performance or the profession, or to exhibit work, screen a film, or publish written works.
- Comments from external reviewers that describe the quality and/or productivity of creative work as being meritorious.
- Activities such as exhibiting work or producing a film screening through a “cooperative” organization to which the faculty member belongs, which includes a selective or peer-reviewed process for inclusion, and the activity garnered a review that included regional distribution.
- Record of seeking funds for creative research activities through the department, college, and university.
- Peer-reviewed invitations to participate in exhibitions, screening events, or lectures and conferences, virtually or in galleries, art centers, and educational venues such as university, community college, school, or college venues whose mission is focused on serving the local and/or regional community, and includes local and regional participants.
- Participation in exhibitions, auctions, festivals, symposia, or conferences that includes a selective or peer-reviewed process for inclusion into the event.
- Artwork, publications, or exhibitions (whether in print or electronic form) selected for 1st, 2nd, or 3rd prize or honorable mention awards in exhibitions, websites or screenings at local or regional venues that center activities on local and regional artists.
- Commissions by prominent individuals, organizations, or institutions with local or regional audiences/reach.

Excellent

- Selection for a residency by a nationally recognized organization that selects national and international participants, such as Jentel, UCROSS, McDowell, Bemis, Yaddo, etc.
- Selection as a fellow, director, faculty, etc. for a national or international arts organization or Foundation such as a Guggenheim, Smithsonian, Fulbright, or Banff International Artist Fellowship, etc.
- Activities such as curating an exhibition, exhibiting work in print or a public venue, or producing a film screening, that is self-published or represents a cooperative group, which did not include a selective or peer reviewed process for inclusion, but did garner national or international reviews.
- Peer-reviewed exhibitions, performances, screenings, or presentations where the participants have national and international reputations and the venue itself is deemed by the profession to be of the highest quality.
- Garnering reviews, interviews, and citations regarding artwork, exhibitions, or publications in print, media, and scholarly publications of national and international reach.
- Comments from external reviewers that describe the quality and/or the productivity of creative work as being excellent.
- Activities such as curating an exhibition, exhibiting work, or producing a film screening through a “cooperative” which includes a selective or peer-reviewed process for inclusion, and the activity garnered a review that included regional and/or national distribution.
- Record of securing funds for creative work activities through the college, university, and external organizations
- Record of seeking funds for creative activities through local, regional, and national organizations.
- Peer-reviewed invitations to participate in exhibitions, screenings, or lectures that select from an international pool of participants, even when the event occurs locally, regionally, or nationally, such as the Denver International Film Festival or Denver Art Museum, etc.
- Collection of creative work or publications by regional, national, and international art centers, museums, libraries, and art organizations or prominent collectors or corporations known for collecting national and international work, such as museums, civic, and state collections.
- Artwork, publications, or exhibitions selected for 1st, 2nd, or 3rd prize awards by local, regional, national, or international venues or organizations that center activities on national and international artists, scholars, critics, or curators.
- Receiving a college or university award for Scholarly/Creative Activities.
- Gallery or agency representation of work where the gallery/agency represents national and international artists.
- Peer-reviewed invitations to participate in exhibitions, screenings, or other events in educational venues whose mission is focused on establishing a national and international reputation for their work and includes local, regional, national, and international participants whose activities garner national attention.
- Fellowship or financial awards from state and federal organizations.
- Commissions by prominent individuals, organizations, or institutions with national or international audiences/reach.

Examples of Meritorious and Excellent Indicators in Scholarly Work:

Unlike in the sciences, scholars of art history are constrained by the number of articles we can publish out of the manuscript that will become a book. Humanities publishers usually do not want to see more than two chapters of any manuscript already in publication in essay form. In light of this, the VA Department considers articles/chapters published in reputable peer-reviewed journals or collections, or a book manuscript, as evidence of a candidate’s scholarly productivity.

Scholarly Work: Meritorious

- Peer-reviewed or selective process resulting in an invitation from a local or regional organization to

participate on a panel or a presentation, curate an exhibition, or publish written work.

- Peer-reviewed or selective invitations from local/regional institutions to participate in scholarly lectures and conferences in galleries, art centers, and educational venues.
- Publications or exhibitions selected for awards that center activities on local and regional participants.
- Garnering citations, reviews, and interviews regarding one's professional activities in local/regional print and media.
- Record of seeking funds for research activities through the College of Arts & Media and the University of Colorado.
- Comments from external reviewers that describe the quality and/or productivity of scholarly work as being meritorious.

Scholarly Work: Excellent

- Books and catalogues (whether in print or electronic form) as single author, joint author, or editor for publications of national and international distribution.
- Significant scholarship (whether in print or electronic form) equivalent to single-authored books such as conference proceedings or complete unpublished manuscripts (whether presently under contract with a publisher or not).
- Editing or contributing to peer-reviewed publications where the contributors have national and international reputations, and the publication is deemed by the profession to be of the highest quality.
- Publishing chapters, articles, essays and reviews for media and publishers of national and international reach or in catalogues for international museums and other institutions.
- Selection for a fellowship, residency, or officer/faculty position by national or international organization.
- Peer-reviewed invitations to participate in lectures, panels, and exhibitions that select from an international pool of participants, such as the College Art Association Annual Conference.
- Invited presentations where the venue/institution is a deemed by the profession to be of the highest quality and/or participants have national and international reputations in the field.
- Garnering citations, reviews, and interviews regarding one's publications or exhibitions in media and/or institutions of national and international reach.
- Record of seeking funds for research activities through external organizations at the local, regional, national, and international levels.
- Evidence of publications acquired by regional, national, and international libraries, art centers, museums, universities, and art organizations.
- Awards by local, regional, national, or international venues/organizations that center activities on national and international scholars, critics, or curators.
- Receiving a college or University award for scholarly/creative activities
- Comments from external reviewers that describe the quality and/or the productivity of scholarly work as being excellent.

TEACHING

Teaching is defined as the development of curricular and co-curricular activities that focus on student-centered learning, student outcomes and assessment. Teaching activities are broadly defined in the Visual Arts Department.

Visual Arts Department faculty are expected to document and seek assessment of effective teaching through multiple measures including peer reviews, Faculty Course Questionnaires (FCQs), syllabi, examples of student work, and examples of course outcomes and assessment strategies. These assessment tools can provide measurable indicators of meritorious or excellent accomplishment.

Please see APS 1009 to review the full policy statement, and for more information about multiple measures of teaching effectiveness.

<https://www.cu.edu/ope/aps/1009>

Examples of Meritorious and Excellent Indicators in Teaching

Meritorious

To receive a rating of “meritorious” in teaching, a faculty member must achieve significant achievements in the categories below (qualifying initiatives may include but are not limited to the bullet-pointed examples):

Course Instruction and Development

- Syllabi that meet college expectations with articulated outcomes, assigned tasks specific to those outcomes, and demonstrate sequential learning across the areas of knowledge, skills, and dispositions.
- Guest lecturing in colleagues’ classes at CU Denver
- Adopting University-offered teaching technology tools.
- Revisions of existing courses.

Curricular Development for Program and Department

- Contributions to the development of program handbooks or guidelines for students.
- Contributions to the development of gateway, milestone, and capstone experiences in a program.
- Mentor other faculty in the University in teaching and learning activities.

Student Feedback

- While the College recognizes that FCQs may be subject to a variety of factors, the FCQ record of ratings during the time of RTP review should generally be comparable to department and college averages.
- Substantive FCQ narrative comments should generally demonstrate a pattern of positive teaching and learning.

Student Mentorship and Success

- Mentor students to engage in professional activities and post-baccalaureate planning.
- Mentoring of student projects, such as undergraduate research grants.
- Organize or coordinate of events that feature student work on campus.
- Advising curricular or co-curricular activities that garner local attention.

Pedagogical Advancement

- A record of securing internal funding for teaching initiatives and efforts
- Contributions to the assessment and updating of course and program outcomes.
- Attendance of pedagogical professional events

Promotion of Diversity, Equity, and Inclusion

- Adopting and developing teaching strategies that embrace diverse learning styles and accommodate differentiated abilities.
- Mentorship of students that is attuned to the diversity of our students, broadly defined

Excellent

Regent Policy 5.D.2(B) states: “a recommendation of tenure based on excellence in teaching shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond a faculty member’s immediate instructional setting.”

The Visual Arts Department defines “one’s immediate instructional setting” as one’s assigned course or courses. To receive a rating of “excellent” in teaching, a faculty member must achieve significant achievements in the categories below (qualifying initiatives may include but are not limited to the bullet-pointed examples), or if the faculty

member is awarded a college or university teaching award.

Course Instruction and Development

- Syllabi that exceed college expectations with articulated outcomes, assigned tasks specific to those outcomes, a demonstrated focus on student learning as indicated by a high level of detail given regarding assignments, assessment strategies, check-in points, etc.
- Integration of research, theories, and models from other disciplines into one's Teaching.
- Substantial development of new courses.
- Enrich the teaching and learning environment through building and enhancing community through technology tools that go beyond standard use of the course management system.
- Guest lecturing teaching material at other institutions.
- Significant record of guest lectures for faculty in other disciplines, departments, and colleges on campus
- Serving on thesis and dissertation committees in another department or institution.
- Implementing best practices for teaching and mentoring international students.

Curricular Development for Program and Department

- Leadership in the refinement of course and program outcomes and assessment strategies.
- Lead the development of program handbooks or guidelines for students.
- Lead the development of gateway, milestone, and capstone experiences with other program areas or at the departmental level.
- Substantial efforts in sponsoring and advising student organizations.
- Contributions to the development of collaborative, interdisciplinary, or inter-institutional Teaching activities.

Student Feedback

- FCQ scores well above the level of department and college or campus averages and in relationship to course format, class size, requirement, or elective.
- FCQ narrative comments from students include a myriad of positive comments and relatively few negative comments.

Student Mentorship and Success

- Mentoring student projects with regional, national, or international significance and reach.
- Facilitating internship and other career opportunities for students.
- Building ties between students and professional organizations and creative industries.
- Mentoring students to gain admission to renowned graduate programs, residencies, fellowships, etc.
- Demonstrating that alumni of the program are achieving high-level success through national/international awards and recognition, and alumni testimonials.
- Organization or coordination of regional, national, and international events that feature student work.
- Working collaboratively with students to conduct and disseminate co-authored research projects.

Pedagogical Research

- Presentations on pedagogy at local, regional, national, or international conferences.
- Publishing pedagogy research in recognized academic journals or related outlets.
- Active participation in professional discipline-related education organizations.
- Substantial public education through workshops, guest lectures, radio interviews and related creative

projects in community settings.

- Conducting and disseminating pedagogy research in campus settings, workshops, and symposiums.
- A record of sustained engagement with Center for Faculty Development programs, events, workshops and/or related communities of teaching practice.
- Receipt of significant internal or external grant for educational improvement.
- Conduct peer review of Teaching effectiveness, or participation as a reviewer for curriculum, program development, and departmental reviews.

Advancement of Diversity, Equity, and Inclusion

- Development of new courses or major revision of existing courses that recognize and center marginalized people, communities, practices, and histories in the art world.
- Substantial effort to decolonize and diversify one's syllabus in terms of readings and assignments.
- Organize and participate in co-curricular events that openly seek to advance DEI.
- Develop programs that tackle issues of systemic inequities and injustices in one's discipline or field.
- FCQs that reflect an atmosphere of equity and inclusion, as well as diversity of perspectives, in one's classroom.

LEADERSHIP AND SERVICE

The Visual Arts Department defines service as activities that connect Scholarly/Creative Work and Teaching with a myriad of communities.

Examples of Meritorious and Excellent Indicators in Leadership and Service

Meritorious

- Substantive participation on assigned committees.
- Support and attend events in the department, college, and university.
- Attend and contribute to departmental and college meetings.
- Service to the department, college, and university.

Excellent

- Engagement and recognition with the national community that includes a demonstrated effort and achievements in building bridges between the local, regional, and/or national community and department, college/university.
- Significant service to professional organizations.
- Serving on the board of a national or professional organization.
- Receiving a college or university service award.
- Support and contribute to departmental, college, and university projects.
- Build a record of substantive participation as a committee member at the department, college, and university level.
- Participate and contribute to the successful delivery of recruiting events.
- Participate and contribute to the successful delivery of college events such as convocation.
- Assume leadership roles on department, college, or university committees.
- Contribute meaningfully to departmental, college, and university projects.
- Contribute to local, state, regional, national, or international professional, or educational organizations and creative industries through committee work.
- Lead Service initiatives that positively support diverse communities.

- Participate in professional organizations and creative industries through substantive contributions towards activities such as conferences, task forces, think tanks, etc.
- Contribute as an advisory board member for groups and organizations within the discipline, professional field, arts education, creative industries, scientific and humanities fields, etc.
- Participate in opportunities that advocate for the arts and arts education
- Pursue internal and external funding that will support service activities.
- Engagement with the local community that includes a demonstrated connection of those activities to the educational endeavor that builds connections for the department, college, and the university.