

Department of Visual Arts

Criteria for Teaching Lecturer Promotion and Beyond

DEPARTMENT MISSION *approved Spring 2016*

The Department of Visual Arts' core values uphold the principle that art is a reflection of society. As visual artists, historians, and educators we are dedicated to building a diverse and productive atmosphere that respects a culture of intellectual transformation through education about and practice of visual communication. Our goal is to develop professional artists, designers, and art historians who are creative problem solvers, critical thinkers, and engaged, adaptable citizens.

ART HISTORY MISSION *approved Spring 2016*

The Bachelor of Arts in Art History provides an interdisciplinary approach to visual and material culture, which, in keeping with the university's mission, seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible citizens with a global perspective. The discipline of art history fosters fundamental research skills, good writing, and the ability to critically evaluate diverse imagery and ideas. As such, the program offers foundational studies in global art history and practices, more advanced courses which culturally contextualize visual and material objects, and theoretical classes enhancing greater critical thinking, as well as capstone experiences intended to demonstrate advanced research and writing skills.

ART STUDIO MISSION *approved Spring 2016*

The Art Studio program promotes and encourages critical and visual innovation by immersing students in a diverse array of course offerings and studio specializations. Building upon the knowledge gained in our Foundations curriculum, students of this program will expand their knowledge base through the study of art historical and contemporary precedents, as well as the application of technical and conceptual skills in their creative practice. Following in the liberal arts tradition, art studio graduates will have the skills necessary to adapt and grow with our creative economy.

GRAPHIC DESIGN MISSION *approved Spring 2016*

In the Graphic Design discipline, our goal is to develop socially aware problem solvers that explore traditional as well as innovative visual solutions through theory and practice. Building on the foundations of art making and the historical context of contemporary art & design, students expand their technical and conceptual skills towards the discipline of graphic design. Our students learn to analyze visual problems, explore advanced concepts, and use appropriate media to generate solutions that result in a professional portfolio of finished work. Graduates of this program will be able to apply their knowledge to all areas of the design industry.

INTRODUCTION

The Department of Visual Arts at Coastal Carolina University offers a vibrant array of specialties within the field of visual arts. Our department includes Art History, Art Studio, and Graphic Design. The faculties in each content area cover a diverse range of disciplines that include, but are not limited to curators, practicing artists, art directors, and published scholars.

This document is meant to offer insight into the definitions, criteria, procedures, and processes for how the Department of Visual Arts evaluates our faculty on an annual basis, at the third-year review, and in the promotion processes. Coastal Carolina University is a comprehensive liberal arts university that follows the teacher-scholar model.

Additional information regarding Promotion to Senior Lecturer can be found in section 6: “Appointments, Promotion, and Tenure” of the University Faculty Manual.

<http://www.coastal.edu/academics/facultysenate/manuals.html>

In addition, information specific to the College of Humanities and Fine Arts can be found on the faculty resources page for Promotion, Tenure, and Beyond:

<http://www.coastal.edu/humanities/resources/ptb.html>

DOCUMENT STRUCTURE

I. DEFINITION AND UNDERSTANDING

- i. Teaching, Scholarly and Creative Activities, and Service
- ii. Performance Review
- iii. Sustained, Exceptional, Favorable, Conditional, Unfavorable
- iv. Third-Year Review
- v. Promotion to *Senior Lecturer*
- vi. Promotion beyond *Senior Lecturer*

II. Criteria for Performance Evaluation

III. Criteria for Evaluation of Teaching, Scholarly and Creative, and Service Activities

- i. Teaching, Service
- ii. Scholarly and Creative*
- iii. Service*

*A Teaching Lecturer or Senior Teaching Lecturer is not evaluated on “Scholarly and Creative” or “Service” activities.

I. DEFINITION AND UNDERSTANDING

i. Teaching, Scholarly and Creative Activities, and Service

Many of our Teaching Lecturers have been and continue to be teachers and scholars. Therefor the definitions of “Scholarly and Creative Activities” and “Service” are included for informational purposes only. For an in depth survey of criteria of the evaluation of those content areas, please see the discipline specific documents for tenure and promotion.

Teaching

The depth and dimension of teaching in the visual arts is expansive and reaches far beyond the classroom and studio. Equating what is accomplished in the visual arts classrooms to measurable or numeric data points slights not only the faculty, but the students. The Department of Visual Arts understands that under the teacher-scholar model, teaching effectiveness is important to the institution, program, and the intellectual growth of our students. In our department teaching effectiveness is measured through a myriad of methodologies that includes, but is not limited to: institutional teaching evaluations, departmentally developed teaching portfolios,

department chair and tenured-peer evaluations, and demonstrable student acquisition of knowledge and skills (e.g. publications, presentations, exhibitions).

Scholarly and Creative Activities

The Department of Visual Arts is comprised of a variety of pedagogical scholarly and creative models. Our faculty members are research scholars, authors, practicing designers, and exhibiting fine artists. Due to the vast differences in the scholarly and creative productivity of our faculty there is no one model to evaluate everyone effectively. Each area (Art History, Art Studio, and Graphic Design) defines the criteria for sustained scholarly and creative productivity.

Service

Each member of the department is expected to contribute to and engage in service to the university, college, department, community, and/or organizations in the profession. A faculty member's service must contribute to the mission and goals of the department and university. Service contributions outside the university must be defined and justified. For example, being a member of an outside organization, such as a member of the College Art Association, does not equate to department, college, or university committee service unless you are a contributing member of an internal C.A.A. committee.

ii. Performance Evaluation *annual review*

At the conclusion of each academic year the department chair of visual arts will evaluate faculty based on performance expectations in teaching. Individual faculty members will submit a self-evaluation of their annual performance and updated curriculum vita for review by the department chair. Evaluation by the department chair is based on the criteria as outlined in each discipline's promotion document. Teaching activities will be evaluated using the following language: outstanding, favorable, conditional, and unfavorable. The intent of this process is to assist faculty in making successful and sustained progress towards promotion to Senior Lecturer and beyond.

The following is to assist in considering both quantity and quality of one's effectiveness in the performance area, which is elaborated on within the documents for each discipline area.

iii. **Sustained, Exceptional, Outstanding, Favorable, Conditional, Unfavorable**

Sustained

Over the course of the review periods leading to promotion and beyond, faculty must submit evidence of ongoing and meaningful activities leading to specific outcomes in teaching. Each discipline will define relevant stages of productivity in order to define “sustained” in the evaluation area. Additional relevant information can be found in the “COHFA Expectations for Sustained and Outstanding Performance” under Promotion, Tenure, and Beyond on the College of Humanities’ Faculty Resources page; see the link in the introduction. Sustained does not equate to exceptional.

Exceptional

Per the faculty manual, Section 6.9.1.1

For Senior Teaching Lecturer/ Senior Instructor, a rating of exceptional indicates outstanding and sustained excellence in teaching.

Outstanding

The term outstanding refers to citations of performance in an *annual evaluation*, a.k.a. performance evaluation, that is superior to typical levels of achievement in teaching. The performance standards for typical levels of achievement are established by departmental or disciplinary norms.

By extension, proof of sustained and outstanding activities in the annual performance evaluation process is evidence that suggests the outcome of the various activities of teaching are of such a quality and quantity that at the promotion or post-promotion review an exceptional rank would have been achieved.

Favorable

Per the faculty manual, Section 6.9.1

The evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member as stated in the Faculty Manual. For Senior Teaching Lecturer/ Senior Instructor, a rating of favorable will be based on evidence of strong, effective and dedicated teaching.

Conditional

Per the faculty manual, Section 6.9.1

For Senior Teaching Lecturer/ Senior Instructor, a conditional rating indicates below-average teaching.

Unfavorable

Per the faculty manual, Section 6.9.1

This rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.

iii. Third-Year Review*

The Third-Year review process will be conducted during a teaching faculty member's second semester of the third full year. This is a mid-point evaluation of a faculty member's progress towards achieving promotion to Senior Teaching Lecturer.

Tenured and Senior Teaching Lecturer faculty members of the visual arts department will review the candidate's dossier.

A Teaching Lecturer's Dossier is required to include:

- Cover Sheet
- Departmental performance expectations
- 2-3 page narrative introduction addressing teaching effectiveness
- Current curriculum vitae
- Annual Faculty Performance Reviews
- Documentation of teaching effectiveness: teaching evaluations by students, peers, and chair; copies of syllabi, examples of student work, writing assignments, other materials relevant to the discipline

Additional, but optional items include:

- Record of Scholarly and Creative Activities
- Record of Service Activities

Section 6.4 of the faculty manual addresses the Third-Year Review process for the university. The Third-Year review for Teaching Lecturers in the Department of Visual Arts is a required internal evaluation of a candidate. The Department of Visual Arts believes this review process is a necessary and constructive endeavor for both the candidate and the faculty as a whole. The evaluating committee can make the recommendation to the department Chair that the candidate rotate from an annual one-year appointment to a three-year appointment, based upon an outstanding performance as per the College policies and procedures.

iv. Promotion *Senior Teaching Lecturer*

Per section 6.7 of the faculty manual, a faculty member applying for promotion to Senior Teaching Lecturer will be evaluated primarily based on teaching effectiveness. College and Department guidelines and performance expectations determine the specific criteria for promotion.

The Department of Visual Arts follows the values set forth by the teacher-scholar academic model. Through this model the department believes that intellectual and creative contributions to one's discipline inherently enriches the students of our program. It is the department's belief that in order to achieve promotion teaching faculty members must present evidence of being an effective educator.

A candidate for promotion will submit the dossier, as defined by the college, in the first semester of the sixth year, unless the candidate received time towards tenure and promotion.

v. Post-Promotion Review Senior Teaching Lecturers

Per section 6.9 of the faculty manual, pursuant to SC Code of Laws Title 59-103-30 (<http://www.scstatehouse.gov/code/t59c103.php>), Coastal Carolina University maintains a system of performance review system. The purpose of post-promotion review is to ensure continued satisfactory performance of faculty at the rank of Senior Teaching Lecturer and Senior Instructor and to reward exceptional performance among these faculty. It is not intended to impinge upon academic freedom within the classroom or in other academic endeavors.

All Senior Teaching Lecturers and Senior Instructors will undergo post-promotion review during the sixth year subsequent to promotion, or post-promotion review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for promotion, or post- promotion review, and ending at the close of the academic year prior to the year of application for post-promotion review.

In keeping with the teacher-scholar academic model, it is the department's belief that in order to achieve promotion in the post-promotion review that teaching faculty members must present sustained evidence of being an effective teacher. Scholarly and Creative Activities and Service Activities are not expected.

II. CRITERIA FOR PERFORMANCE EVALUATION

The Performance Evaluation is a faculty self-assessment process that includes detailed information regarding all activities and accomplishments in teaching, scholarly-creative, and service activities for the period under review. All performance evaluations will be assessed by the department chair. Faculty at the rank of Teaching Lecturer or Senior Teaching Lecturer will only be evaluated on accomplishments in teaching. The standard review period for the Department of Visual Arts is one academic year, or May to May. Faculty can find the online

“Performance Evaluation” system on the universities website. See the link below.

<http://www.coastal.edu/tealonline/>

Due to the importance of the performance evaluation process, it is imperative that faculty maintain a thorough and accurate account of all annual activities regarding their progress in teaching, scholarly-creative, and service activities. These evaluations, along with the supporting evidence are fundamentally important in the process of evaluating a faculty member’s progress towards tenure and promotion and beyond. The performance evaluation process requires faculty members to submit clear and concise evidence in teaching, scholarly-creative, and service activities. The evidence that faculty submit should be based on the criteria set forth by their discipline. Faculty will also be required to submit an updated curriculum vita and institutional student evaluations for all courses taught during the review period. All faculty performance evaluations must be submitted to the Chair no later than the first Friday in May.

Rating Scale and Department Chair Evaluation

The Chair will assess all faculty performance evaluations. By the third Monday in June, the Chair will respond with comments, recommendations, and a rating based on the criteria outlined in teaching activities for the individual faculty’s discipline. All faculty are responsible for reading the department chair’s review and acknowledging by signing the document electronically.

The rating scale listed below will be referenced by the Chair in the assessment of the faculty’s performance evaluation; please see section I.iii for a full explanation of what each term means.

0	1	2	3
Unfavorable	Conditional	Favorable	Outstanding

At the beginning of the fall semester, the Chair will meet with each faculty member that is working towards promotion to discuss the previous academic year’s performance evaluation. Faculty that have achieved promotion have the option of meeting with the department chair to discuss their evaluation.

Procedure for Appeal of the Evaluation

If the faculty member deems the Chair's evaluation to be unfair, the faculty member must file a letter with the Dean requesting a written review of the Performance Expectation by the Dean. The Dean will then provide written comments and interpretation of the faculty member's performance, citing supporting evidence if the evaluation differs from that of the Chair. All appeals must be submitted to the Dean's Office within 15 working days of the receipt of the evaluation.

III. CRITERIA FOR EVALUATION OF TEACHING

Promotion to Senior Teaching Lecturer and Beyond

- i. Annual performance evaluations should average a 2 or above (on a scale of 0-3, with 3 being the highest).
- ii. It is the applicant's responsibility to provide sufficient data explaining any substitution for teaching and why an activity should be considered the equivalent of a particular teaching endeavor.

i. TEACHING

The successful teacher in the Department of Visual Arts will maintain content currency in all courses; employ pedagogical diversity to improve student learning; maintain high performance standards for students; uphold a high standard of professionalism in the preparation of teaching materials and in the mentoring of students; observe institutional regulations regarding class meetings and final examinations; and exhibit civility, approachability, and fairness in interactions with students.

Activities Performance Indicators include (as relevant to candidate and discipline):

- Classroom teaching
- Directing graduate thesis, senior thesis, or senior exhibition
- Mentoring of student research or creative project
- Supervising independent study
- Course and curriculum development
- Participation in teaching seminars and workshops

Documentary Performance Indicators include (as relevant to candidate and discipline):

- Student evaluations (University and Departmental)
- For Studio Faculty: Documentation of successful student work produced during the evaluation period.

- The documentation of this work should be as descriptive as possible to inform and educate evaluators.
 - Imagery of successful student work should include the name of the assignment, class, semester, and student's name (if possible).
 - A minimum of 10 high-quality images should be included per each studio course that has been taught a minimum of three times within the six-year review period (30 images).
- Teaching awards and commendations
- Classroom observation and evaluation (Tenure-Track and Lecturers)
 - (A standardized evaluation form or rubric should be used for this assessment)*
 - Chair – one classroom visitation and teaching evaluation per academic year. *(The Chair is responsible for initiating and scheduling his/ her observation/ assessment with the candidate)*
 - Peer – within the six-year review period, faculty must have four class visitation/ teaching evaluations conducted by a senior faculty member. *(The faculty member being evaluated should initiate and organize class observation with senior faculty member)*
- Evidence of pedagogical growth through sample syllabi, assignments, examinations, and other course materials within the six-year review period.
- Evidence of student learning (e.g. student exhibitions, presentation or publication beyond the classroom)
- Graduate school acceptances; career and public service accomplishments of graduates
- Evidence of innovative methods and effective use of technology in pedagogical practices
- Evidence of core and departmental assessment
- Under the teacher/scholar model, regardless of scholarly/creative activities, the applicant cannot be successful with a record of conditional or unfavorable teaching.

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This document was voted on and approved by the Department of Visual Arts faculty during the December 2, 2016 faculty meeting