ART DEPARTMENT

STATEMENT OF PROCEDURE FOR

DEPARTMENTAL EVALUATION OF COLLEAGUES

May 2005

All tenure-line faculty members are subject to the evaluation process outlined in
the Faculty Code. [Please see Chapters III and IV for university policies regarding
frequency and procedure for routine evaluation, for promotion and for tenure.] All
tenure-line faculty members are also expected to participate in colleague evaluations
with the following exceptions: (A) first and second- year evaluations are conducted in house
by the Department chair, (B) part-time faculty evaluations are conducted as needed by the
chair. [Note: “Members of the department” refers only to tenure-line faculty, currently
on campus; faculty on sabbatical leaves or otherwise off campus are not required to
participate in the evaluation. No other colleague of whatever rank and status is expected
to participate in the evaluation process.]

It is the responsibility of the evaluatee to see that all written documents are
accurately compiled and made available to colleagues in a timely manner. These
documents should be presented at a deadline that is set by the Chair and the evaluatee with
consideration of the deadline for the file to be delivered to the dean’s office. It is the
individual responsibility of department members to carefully consider all components of
the evaluatee’s file and to carefully document their individual assessments of the teaching
performance. The department Chair, working with colleagues and the evaluatee, bears the
special responsibility to see that all these elements are thoughtfully considered and that
the evaluations are thorough and meaningful.

The following procedural steps will be followed in the order presented here in all
evaluations mandated in Chapters II, III and IV of the Faculty Code. Note, please, the
exceptions of first and second year evaluations as stated above (additional information on
the first and second-year evaluations is at the end of this section).

1. Evaluations occur according to the Faculty Code. "Persons in the rank of
instructor, assistant professor and associate professors normally shall be
evaluated every three years, and professors normally shall be evaluated
every five years unless an earlier evaluation is requested by the faculty
member, the head officer, or the dean.” (Code Chapter III, Section 2 b).

2. The evaluatee shall assemble a file of all materials pertinent to the
evaluation and make it available to all other members of the department on
the date set by the department Chair and the evaluatee, a minimum of four
weeks before the file is due in the Dean’s office. This due date is specified
by the Professional Standards Committee for the academic year in which
the evaluation is to occur.
The file must contain documents addressing all items identified in the Faculty Code: Chapter III, Sec. 4 a (1) (a), the evaluatee’s copies of the preceding two semesters of student evaluations (4 semesters in tenure evaluations), and other pertinent documents related to the evaluation categories of the Code (identified above). The evaluatee's statement should include information on his or her professional and pedagogical goals and objectives. It should include information on teaching, professional growth, university service and community service. Advising information should be included in all files other than tenure review files. Evaluatees who submit a tenure review file are also encouraged to include information on advising.

3. Each tenure-line member of the department who is not on leave should visit a minimum of two of the evaluatee’s classes during the semester of evaluation or during the two semesters before the evaluation is conducted. Preferably, these visits should be consecutive classes. This is the expected pattern for Art History and Studio visitation. In cases of leaves or sabbaticals and conflicts of class schedules, members of the department may need to visit classes during the semester preceding the leave or sabbatical.

4. Each member of the department shall forward his/her individual written evaluation to the Chair or to the Dean.

5. At a date following the completion and delivery to the Chair of individual letters from department faculty, members of the department will meet with the evaluatee. This is an opportunity for the evaluatee to elaborate on, or clarify items in the file; it also provides colleagues an opportunity to seek clarification of information within the file. After this meeting, the Chair will schedule a meeting of department members with exception of the evaluatee, to discuss and decide whether or not the evaluatee has met the department and University requirements for the particular evaluation in question. At this point members of the department may submit an addendum to their original letter. Following this meeting and the submission of any addenda the Chair or shall prepare a department recommendation for the Dean and Faculty Advancement Committee.

6. The Chair will provide the faculty member with a list of department members participating in the deliberations, a summary of the department's deliberations, and the department recommendation. If the file is closed the Chair will also provide the evaluatee with a summary of the substance of the letters and addenda and a list of those who submitted letters to the Chair. In addition, the Chair will also provide to the evaluatee a summary of the substance of the information included in outside letters that are sent to the head officer and a list of the names of the letter writers.

7. The departmental summary letter shall be signed by members of the department. Any department member who disagrees with the
departmental recommendation may submit an addendum letter stating reasons for this minority view. Since such letter has been generated through the departmental process of evaluation, it must be submitted to the FAC by the department’s head officer. [See Code, Chap. III, Sec. 4.b (1) and (2).]

8. Letters from outside the department must be received at least ten days prior to the deadline for submission of the completed file to the Academic Dean. Therefore, the final departmental deliberation must take place after the deadline for submission of outside letters. All materials used in the evaluation process by the department, including all letters from individuals and the department summary letter, shall be forwarded to the Advancement Committee.

When a member of the department is being evaluated during the first or second year of employment, the Chair conducts the evaluation utilizing student evaluations, class visits and/or conferences with the evaluatee. Members of the department other than the particular person being evaluated will meet to discuss the performance of the evaluatee. The Chair will prepare a written evaluation which will be signed by members of the department and forwarded to the member concerned. A copy of the departmental evaluation will be sent to the Dean.

STANDARDS AND CRITERIA FOR EVALUATIONS

ART DEPARTMENT STANDARDS FOR TEACHING

Teaching is an important criterion for evaluation. While "teaching" is primarily a classroom enterprise, its range extends well beyond the classroom. The quality and currency of syllabi, course conceptualization and attention to pedagogical effectiveness are appropriate considerations in the evaluation of a colleague's teaching ability. No one style, strategy or philosophy of teaching should be favored; rather the effectiveness of the teacher in relation to the subject matter and the application of his or her particular skills must be the primary issues. The evaluation of teaching should rest on direct experience of class visitation, study of the course materials, analysis of the student evaluation forms, and on judgments drawn from disciplinary expertise.

In the evaluation process, departmental colleagues should attempt, to the maximum possible extent, to use the forms of evidence listed here to address thoroughly and specifically the major components of effective teaching. The department should also recognize the contributions of a faculty member to the general university teaching program as a whole: e.g., participation in honors or humanities courses and to the core curriculum. These same factors should be addressed by evaluatees in their self analysis.
COMPONENTS OF EFFECTIVE TEACHING

1. Course Construction
   A. Content
      Course content should be consistent with the role of the course within the
department and the university.
   B. Course Objectives
      Course objectives should be clearly identified.
   C. Rigor
      Texts, readings, writing assignments, exams, and projects should clearly lead
to the development of the course objectives, and should reflect an appropriate
level of expectations consistent with the general standards established by other
courses of the same nature within the department. These materials and
assignments should be selected to maximize the student mastery and
understanding of the course content.
   D. Currency
      The evaluatee should demonstrate knowledge and expertise in the fields of
his/her instruction

2. Pedagogy:
   A. Effective communication
      Professors should communicate ideas and concepts clearly, and effectively
monitor student understanding. Professors should solicit student questions
and respond appropriately.
   B. Feedback
      Professors should provide prompt and appropriate feedback to students
regarding their performance on exams and assignments.
   C. Motivation
      Professors should use appropriate and effective methods to engage students, to
motivate them to understand and master course content.
   D. New Courses
      Professors should develop new courses and/or revise established courses to
include new techniques and new visual orientations (studio courses) and
information or new interpretations of historical works (art history).
   E. Availability
      Professors should establish office hours and be available, within reason, by
appointment for students whose schedules conflict with posted office hours.

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3. Evidence of Effective Teaching:

A. The evaluators should base their assessment of teaching on direct observation of classroom performance. For both art history and studio, each tenure-line member of the department who is not on leave should visit a minimum of two of the evaluatee’s classes during the semester of evaluation or during the two semesters before the evaluation is conducted. If possible, it is desirable for at least two members of the department to make two consecutive classroom visits. This pattern should provide the evaluator with some evidence of consistency of presentation, development of ideas, issues and the level of teacher/student interaction. For studio faculty, the appropriate class sessions for observations are demonstrations or critique periods.

B. The evaluators should base their assessment of teaching on thorough examination of course materials, including syllabi, examinations and assignments.

C. The evaluators should base their assessment of teaching on thorough examination of all available student evaluations.

ART DEPARTMENT STANDARDS FOR PROFESSIONAL GROWTH AND DEVELOPMENT

The Art Department places a high value on professional growth. The sense of a sustained professional engagement may be expressed by the word, “vitality.” This means that faculty members must remain current in their discipline. The pursuit of research and creation of art works are essential activities that inform our roles as teachers and professors and as role models who demonstrate life-long learning.

The curricular needs in both studio and in art history require that the department be composed of members whose formal training is dissimilar; therefore individuals will have widely differing areas of expertise. There are some general expectations of all tenure track members regardless of disciplinary training. They are: (1) maintaining currency in one’s field, and (2) participation in the wider field of art beyond the classroom and the campus.

Because the department is composed of teaching/artists and art historians, the nature of these roles suggests growth and development of activities that are quite different for studio members, as opposed to activities required of art historians. The department has constructed a list of activities in each of these areas that constitutes acceptable forms of professional growth. Activities for the two separate disciplines of art faculty are specified below. The activities on these lists are not prioritized and it is not expected that one necessarily participate in all activities listed.

STUDIO

1. The faculty member should present evidence in the classroom of an awareness of current techniques and new approaches to imagery in his/her teaching areas. Such an
awareness may be evidenced by attendance at seminars, workshops and professional
meetings which present recent developments in studio areas of the individual's
concern.

2. Studio faculty should be actively engaged in the creative process.

Generally, this means participation in several exhibitions per year. However, an
acceptable number of art exhibitions can only be tied to the breadth of research or
complexity of the art work. The department affirms that a one-person show carries far
more weight than a single art work accepted in a juried show, although each is
important and should be judged on the caliber of the exhibition and on the perceived
quality of the exhibited work. Juried shows and invitational exhibitions are the usual
means of showing one's work. In most situations a one-person exhibition every three
or four years is a reasonable expectation for any teaching/artist.

3. Recognition should be given to those faculty invited by other institutions to participate
in colloquia, workshops or to lecture when the uniqueness of the artist’s techniques or
imagery are explored.

4. Recognition should be given for professional service to professional organizations in
the faculty member's field of expertise -- including officer's duty, panel facilitator or
other significant organizational duties.

5. Recognition should be given to the artist whose work or articles appear in regional or
national art publications.

ART HISTORY

1. The faculty member should be engaged in independent publication and/or any
   collaborative research that results in, or is expected to result in, publication.

2. The faculty member should be engaged in presentation of papers, participation in
   panels at local, regional and national conferences.

3. The faculty member should attend lectures, seminars or colloquia which provide
   otherwise inaccessible information related to his/her field.

4. The faculty member should be given recognition for professional service to
   professional organizations in the faculty field of expertise - including officer's duty,
   panel facilitator or other significant organizational duties.

   In order to meet the department's standards for quality in professional growth, the
   evaluee must demonstrate that he or she has been actively engaged in activities outlined
   above, and that the level of effort and quality of results are significant.
ART DEPARTMENT STANDARDS FOR ADVISING

Advising is critical to the educational mission of the university. Thus, department members must take seriously their responsibilities to their students and to the university. Advising techniques differ from individual to individual and differ too from student to student. However, common elements of each advising situation must include knowledge, desire to advise and availability to do so.

KNOWLEDGE

Advisors must have a good working knowledge of the university's curricula and its rules and regulations (academic policies published in the \textit{Logger}); a thorough knowledge of the University and department curriculum; a familiarity with the student support services in order to make referrals; and a sufficient knowledge of each advisee's capabilities in order to guide the selections of courses and programs of study.

Advisors should maintain their advisee's academic record (advising file) with sufficient thoroughness that should leaves or sabbaticals occur, another colleague may, without difficulty, discern the planned academic program. The advisor is encouraged to make use of the academic program guides and any other material provided to the advisor by the Office of Academic Advising.

DESIRE TO ADVISE

Advisors must demonstrate a genuine willingness, openness, and desire to assist students in planning their academic programs and should be willing to offer career related advice. They should be alert to the occasion of serious problems and take quick action to get proper professional counseling where it is appropriate to do so.

AVAILABILITY

Advisers must be available to students at reasonable times, through office hours, appointments and, if possible, for the unexpected encounters after class or on other parts of the campus. Effective advisers often counsel students who are not their advisees.

Tenure-track faculty are not assigned advisees until their second year of service.

EVIDENCE OF EFFECTIVE ADVISING

It is the responsibility of colleagues undergoing evaluation to demonstrate an awareness of the components of effective advising and to offer an accurate description and assessment of his/her advising activities in a self-evaluation statement.

Evidence of advising activities should include the following:

1. A regular office hour schedule
2. Taking a fair share in the number of advisees who are art majors or who are assigned to the art department

3. All members in the department are encouraged to teach advising sections whenever possible.

ART DEPARTMENT STANDARDS FOR DEPARTMENTAL, UNIVERSITY AND COMMUNITY SERVICE

It is expected that each faculty member will be involved in both departmental governance and in the broader, democratic governance opportunities of the university.

There are many ways to contribute to the service needs of the university. What follows is a partial list. This list should be treated as a guideline since the department recognizes that the extent and manner of service will depend on individual talents and interests.

DEPARTMENT SERVICE

Department service can cover a wide variety of activities. Some forms of service include:

1. Participation in recruiting and hiring
2. Participation in evaluation of department colleagues
3. Attendance and participation in department meetings
4. Serving as department Chair
5. Acting as department representative
6. Participation in drafting statements on department policies and procedures
7. Participation in drafting department statements for accreditation reports and quinquennial reviews
8. Attending to the maintenance of instructional equipment and supplies
9. Attending to the development of library resources
10. Attending to the development of the slide library

UNIVERSITY SERVICE

University service includes all campus activities outside the department. Apart from the obvious areas of service; i.e., membership on standing committees, participation in co-curricular activities and attendance at general faculty meetings, the department attempts no listing of possible roles. An individual's talents may provide unique opportunities for service.

Tenure-line faculty are generally excused from university committee assignments during their first year.
COMMUNITY SERVICE

Community service related to professional interest and expertise is commendable.