

**Department of Art**  
**Guidelines for Promotion to Professor**  
Revised 2012

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## Department of Art Mission Statement

The mission of the Department of Art at Metropolitan State College of Denver is to provide a challenging and supportive learning environment for students who aspire to be practitioners in visual art, art education, art history, and design.

To achieve this mission, we:

Encourage critical thinking through examination and analysis of contemporary and historical modes of cultural production;

Guide students in expressing their own creative visions through practice-based research in traditional and contemporary media;

Value and respect the transformative power of creative expression;

Strive to produce distinctive, significant, and thought-provoking art, design, and research in diverse disciplines;

Embrace social and cultural diversity to foster an atmosphere of mutual respect;

Engage in the cultural life of our communities, providing students opportunities for personal growth and professional development;

Deliver unique art education to Denver and the surrounding communities through programming and exhibitions at the Center for Visual Art and on the Auraria Campus.

## Statement on evaluation standards in the Department of Art

Evaluation standards in the Department of Art have been adopted that generally follow the framework for departments in the School of Letters, Arts and Sciences. Those guidelines help form the main body of this document and are intended to provide consistency within the School. However, since the Department of Art houses numerous faculty who engage in diverse creative scholarly activities, research-based practices, interdisciplinary practices, and practice that interfaces with the K-12 educational systems, an appendix that outlines the additional, discipline-specific activities is included. The department is large and complex enough to require different types of differentiated workload and these varying faculty responsibilities are outlined in the appendix. Faculty in the Department of Art often have unique learning environments that require the maintenance of studio facilities, supply ordering, and content specific affiliate faculty supervision, therefore there are often teaching and service activities, as well as scholarly activities, that are unique to the discipline. Thus, the main guidelines follow the general format of most LAS departments (with some exceptions) and the appendix lists examples of additional activities specific to the department.

## Expectations for Candidates

The candidate will write a narrative that succinctly describes their role as a faculty member. Close attention should be given to descriptive, measurable outcomes in the three evaluative areas of Teaching, Scholarly Activities and Service. As appropriate the interplay between these three areas may be discussed within narratives to provide a holistic pattern of accomplishment. The Department of Art recognizes that a rating of “meets standard” in the each of the three evaluative areas is the standard for a positive vote for reappointment, tenure, and post-tenure review. For promotion to Professor, there is an expectation for a record of significant accomplishment in all three areas.

## General Evaluation Standards

### Evaluation Standards for Teaching:

Teaching includes the delivery of content which enhances opportunities for student learning and discipline-related growth; it also includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities. Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has conducted research and/or received advanced training, education and/or experience.

### Guideline To Achieve Promotion to Professor:

In their narrative, the tenure candidate will explain their approach to teaching from among the following aspects of teaching: 1. How they integrate their scholarly activities and knowledge into their teaching, 2. Design their courses, 3. Deliver material to facilitate student learning and 4. Use assessment results to improve their courses. The faculty member may also discuss student advising, linking it with their courses, scholarly activities and professional service, as appropriate. The candidate for promotion should comment on their growth in teaching through the evaluation period.

The faculty member has S.R.I.'s using the approved form for all academic year courses with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation conducted by a trained classroom observer is also required for evaluation for promotion for tenure.

### Needs Improvement:

No demonstration that courses are regularly updated with information, as consistent with the discipline. Attention is not given to instructional design and/or delivery to facilitate student learning nor use of assessment to improve the course. If teaching general studies courses, faculty member has not designed the course consistent with the department's and college's expectations or has not done the assessment required by the general studies program. Classes are not evaluated using S.R.I.'s or the pattern of S.R.I.'s remains substantially below the prefix average. Faculty lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning. Faculty member does not maintain regular office hours and makes multiple mistakes when advising students. Faculty makes little to no effort over the course of the probationary period to correct mistakes or improve advising through training.

### Meets Standards:

Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Candidate should indicate in the narrative how she/he integrates scholarly activities and knowledge into teaching in order to provide innovative course content. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the candidate uses student learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. Faculty develops new curriculum when necessary for maintaining currency in the department which she/he implements and teaches. For any general studies courses taught, the tenure candidate designed their course in accordance with the official course syllabus meeting, departmental and college expectations including the writing and student learning outcome expectations. Assessment of general studies courses comply with departmental and college requirements. S.R.I.'s are compared to same level courses (lower or upper division) within the prefix. Tenure candidate's S.R.I.'s are consistently near or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.

### **Evaluation Standards for Scholarly Activities:**

Scholarly and creative activities are disciplinary and/or interdisciplinary expressions and/or interpretations that develop ideas, frame questions, create forms of representation, solve problems, or explore enduring puzzles.

### **Guideline to Achieve Promotion to Professor:**

Candidate must demonstrate in their narrative and annotated resume that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury.

### **Needs Improvement:**

During the evaluative period, the faculty member does not produce disciplinary or pedagogical or creative work and/or make a reasonable attempt to have that work accepted through invited or peer reviewed or juried review at a regional, national or international level.

### **Meets Standards:**

During their evaluation period the candidate has had a disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent. In the visual arts, the candidate has had their creative works accepted into an exhibition or performance that is regional, national, or international in scope. Regardless of where the exhibition or performance is located, there must have been a selective process for acceptance. Alternatively, the candidate has had multiple presentations of their original scholarly or creative works accepted after review for presentation at professional meetings. Other possible activities would include writing grants to outside agencies, upgrading their education, certification or licenses relative to their work assignments. For visual artists, having one's work acquired by a major collection, whether public or private, could also be the equivalent of a publication. Other possible activities would include publication of a book in their area of expertise, or a textbook by a commercial publishing house that required a prospectus and review.

### **Evaluation Standards for Service:**

Faculty engage in service when they participate in shared governance and support the mission of the institution. Service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, and government agencies

### **Guideline to Achieve Promotion to Professor:**

Candidate must demonstrate in their narrative that they have participated in shared governance at the college, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the college.

### **Needs Improvement:**

Service work has consisted only of short-term tasks or has not made a significant difference within the department, school, college or disciplinary organization.

### **Meets Standards:**

The candidate for promotion must demonstrate significant contributions to shared governance in the department, school or college or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the college. These contributions must be ongoing and make a significant difference. Contributions often, but not exclusively, take the form of significant committee work. The candidate may alternatively be serving in an administrative capacity without reassign time or contractual accommodations to their workload.

## Appendix

The diversity of curricular content in the Department requires several different types of skillset within the faculty body. Variance ensures effective breadth and depth in the education of a student body that includes over 1000 majors. Faculty who are responsible for steering of a program within the department receive reassign time - their charge is to help steer the programmatic delivery of content for the department. All other faculty, because of the nature of their practice, have duties to assist in operations such as managing teaching environments and such work will be accounted for in the evaluation of service to the department. In situations where faculty do not have studios or discipline-specific facilities to support their service contributions may be different.

Below is a description of additional duties that the four departmental program coordinators and assistant chair position provide as part of their reassign time duties and those duties that are beyond the expectations for serving as a faculty member in the department. These coordinators meet regularly as a steering committee for the department. Expectations for all faculty in the department to achieve tenure and promotion, regardless of whether they serve as a coordinator, follows the description of these program coordinator duties in this document. Faculty performance in teaching, service, and scholarly activities should be evaluated on its own merits and coordinators should not be penalized for their restructured load. Likewise, faculty who do not serve as coordinators should be evaluated on the merits of their contributions to teaching, service and scholarly activities. If they perform any duties that correspond with those performed by coordinators, that work will be evaluated under service.

The Department of Art includes faculty whose scholarly activities include a broad range of creative and intellectual enquiries and the appendix includes a range of those activities. In Art and Design it is common for a self-published piece to *be* the work of Art or Design, e.g. Artists Books, Design Monographs, or for a self-published work to be an act of curation in which the Artist, Designer, or Art Historian uses the skills consummate to their discipline to act as the publisher for the work of others, e.g. an Exhibition Catalog, Collected Anthology, an ongoing critical magazine. Self-publication is included in the list of acceptable scholarly activities, when it has been reviewed or collected by academic or other institutional bodies. Additionally, artists often engage in social practice with communities or non-institutional activities such as performances. These may specifically work outside of and against the peer-review process. The planning, completion, and implementation of those activities in a public environment should at the least be reviewed as equivalent to attending conferences, for example, and should, in combination with other activities, be reviewed as meeting standards.



## Assistant Chair (9 hours reassigned)

### *Department Administration:*

Supports implementation of department's long and short-range goals and plans.

Liason to department committees. Assures that the department fulfills its administrative and committee responsibilities

Represents Chair as and when appropriate to internal and external communities

Assists with writing of major reports and proposals to fulfill Departmental goals and objectives.

### *Instructional support:*

Provides support and guidance in planning and implementing academic curriculum.

Either serves as or liases strongly with the Chair of Departmental Curriculum committee

Provides oversight for temporary (Category 2) faculty to effectively implement curriculum

### *Faculty affairs:*

Supports Chair with management of faculty personnel administration, exclusive of tenured/tenure-track faculty formal supervision and evaluation.

Manages changes made to the faculty guidelines based on the collective will of the faculty and under the guidance of Chair and higher administration according to Handbook criteria and College policies.

Assist with hiring and evaluating temporary faculty based on the input of permanent faculty in each discipline or designated committees, on availability within the current affiliate pools and approval of the Chair.

### *Student affairs:*

Mid-career advising for B.A. in Art students

Assist Chair with hearing student grievances and act on behalf of the Department in the Chair's absence.

### *External to college relations:*

Serves as the department's representative in the Chair's absence as representative and advocate for the administration and its voice in external communities.

### *Budget and Resource Management:*

Supports the Chair and faculty in management of the departmental budgets in accordance with the College's guidelines and procedures.

### *Office Management:*

Helps to manage the affairs of the department office, including personnel, facilities, equipment, and records management in accordance with the State's policies and procedures.

## Art History, Theory and Criticism Coordinator (3 hours reassigned)

### *Administrate and manage system protocols for the Art History, Theory and Criticism area:*

Management of Affiliate faculty hire, mentorship and supervision within the area – that may include observation and/or evaluation of affiliate faculty

Organization of Art History, Theory and Criticism symposium.

Maintenance of classrooms and materials for area, in excess of equipment provided by AHEC for general usage classrooms.

Oversee curriculum development within the area

Serve as instructor of record for internships, independent studies, or other overload teaching within the area, unless a college-wide banking system is implemented for all faculty.

Assist or oversee management of special events within the area, such as visiting scholars.

Order textbooks for courses taught in area.

Make sure Art History program has departmental committee representation

Completion of semester schedule for art history, theory and criticism courses

### **Studio Program Coordinator (6 hours reassigned)**

*Administrate and manage system protocols for the non-foundations Studio courses:*

Facilitate curriculum re-structures and revisions for studio art programs

Management of Affiliate faculty hire, mentorship and supervision within the area – that may include observation and/or evaluation of affiliate faculty

Hire figure models for studio classes

Work with studio faculty and department staff to complete semester schedules including rotating interdisciplinary ART courses. (approximately 50-60 courses, often with multiple sections)

Serve as advocate and liaison for studio area faculty concerns with affiliate faculty, workstudy employees and 3D Studio Manager.

Generate 2D and 3D display case schedules for rotating student work throughout the academic year

Supervise a work-study employee to install student work in display cases

Supervise studio area technicians

Work with Budget Analyst and Studio Area faculty to develop and ensure effective supply ordering procedures and budget control.

Manage BFA portfolio reviews, in consultation with other faculty.

Liaison with Assessment committee regarding BFA studio art assessments.

### **Communication Design Coordinator (3 hours reassigned)**

*Administrate and manage system protocols for the Communication Design area:*

Manage budgets including purchasing/procurement and funding needs

Management of Affiliate faculty hire, mentorship and supervision within the area – that may include observation and/or evaluation of affiliate faculty

Conduct regular faculty meetings within the program

Oversee recruitment, area promotion and communication about the program

Maintenance of classrooms, equipment and materials for area Schedule courses and manage teaching assignments  
Order textbooks for courses taught in area  
Oversight of curriculum including revisions and implementation for course offerings  
Review of BFA portfolio submissions  
Directed studies/assistantships/overload courses as required  
Primary advisor for current and prospective students  
Oversee special event management within area as needed (ex. student Winterim workshops; student travel; class trips)

### **Art Education Coordinator (3/4 hours reassigned)**

*Administer and manage system protocols for the Art Education area:*

Primary advisor for current and prospective students  
Primary contact for faculty within the department of art, faculty at large and Denver metro K-12 teachers  
Management of Affiliate faculty hire, mentorship and supervision within the area – that may include observation and/or evaluation of affiliate faculty  
Oversight of curriculum including revisions and implementation for course offerings  
Hiring, monitoring and mentoring of instructors and college supervisors who work with the pre-service art educators  
Systematize and revise program information in a timely fashion to maintain currency relative to college, state and national standards and legislative mandates  
Ensure advising and learning content in the area meets accreditation requirements  
Management of budget  
Manage alignment of Art Education area practices with Center for Visual Art's educational programming to maintain and continually build upon instructional offerings.

### **Foundations Coordinator (6 hours reassigned)**

*Administer and manage system protocols for studio Foundations courses:*

Hiring, scheduling, training, evaluation and supervision of all foundations instructors (usually 30-40 sections, approx. 20 affiliate faculty)  
Management of Affiliate faculty hire, mentorship and supervision within the area – that may include observation and/or evaluation of affiliate faculty  
Supervise workstudy employee who assists with facilities and open lab hours  
Track inventory and order supplies for foundations courses  
Work with Accounting Technician to manage foundations budgeting

Facilities management for rooms 166 and 167 (care, cleaning, organization)  
Work with Studio Program coordinator and affiliate faculty to curate and organize shows for 2D and 3D cases  
Manage and maintain laptops and a camera available for checkout by affiliate faculty  
Facilitate maintenance of equipment in foundations rooms 166 and 167  
Completion of semester schedule for foundations courses  
Oversee curriculum development in foundations program  
Manage modular foundations courses  
Review and update textbook selections for foundations courses  
Primary advisor for foundations courses  
Maintain library of foundations books and videos for faculty check-out  
Chair foundations committee

## **Additional Art Department Evaluation Standards**

Within the disciplines of Art, Communication Design, Art Education, and Art History, Theory and Criticism, the following lists of exemplary activities are being provided. This list is meant to assist with guiding the evaluation of activities, but is not exhaustive or exclusive. These activities further elaborate on the general faculty guidelines provided above.

### **Teaching:**

#### **Needs improvement:**

Damages or neglects classroom environment such that student and faculty are put in danger.  
Clear indications that a professional disposition is not consistently maintained within the instructional environment.

#### **Meets standards:**

Communicates with staff to maintain and repair equipment  
Identifies and communicates necessary improvements to studio facilities  
Provides adequate images or other exemplars for use in the classroom or works with Digital Resource Center to supply such images.

## Scholarly Activities:

Recognizing that economic conditions impact the number of exhibiting opportunities for artists, often reducing the number of venues that ship and exhibit non-local artworks, some accommodation must be made for artists who make numerous attempts to exhibit nationally, but whose opportunities are limited. Additionally, art historians face a shrinking number of book publishing opportunities in light of rising costs for image reproductions (see College Art Association statement, "Publishing requirements for Tenure and Promotion in Art History" (2005)). It should also be recognized that funds and other resources for conducting research or making creative work are often severely limited at the institution, which also impacts faculty's ability to complete original scholarly contributions. Because of these economic conditions, the tenure candidate should have made multiple attempts to submit their work through selective review at the national or international level, but if such attempts have failed and he or she has made significant peer-reviewed contributions at the local level as well as maintained currency by attending major conferences in the discipline at the national level, or if a large project has been accepted for publication but has not yet gone to press, the tenure candidate shall have been deemed to have met standards.

At the time of the application for promotion, the candidate should have made significant progress towards completion of peer reviewed creative and scholarly work, with evidentiary documentation indicating the timing and sequencing of the finalization of the project.

## Needs Improvement:

Faculty member does not actively engage in scholarly activities. Examples would include failing to engage in professional activities such as conferences, workshops, or exhibitions; failing to engage in demonstrated reading or research that would maintain currency in the field. Failure to submit creative or scholarly work for peer review.

## Meets Standards:

The following activities represent a sampling of scholarly activities within the department:

Presents research at a refereed (professionally recognized) local, regional, national or international conference

Article accepted for publication in peer-reviewed journal

Book chapter or essay accepted for inclusion in collected anthology

Art criticism or catalog essay for a regional, national or international audience

Book review published in academic publication

Peer review of articles or books submitted for publication in academic press

Serving as juror for local, regional, national or international exhibition

Functioning as a professional consultant  
Presenting at local meetings outside the department or to local professional or academic groups  
Textbook reviews for publishers  
Curation of an exhibition  
Inclusion in solo or group exhibition  
Attendance at multiple national or international conferences within the discipline  
Chairing session at local, regional or national conference  
Creative work acquired by major public or private collection  
Self-Published work is favorably reviewed or featured in an academic or peer reviewed publication or is acquired by a Special Collection  
Social-practice based work or work that is performed outside of the institutional setting has public or peer-review or is otherwise documented.  
Creative work is commissioned for public or private collection

### **Service:**

### **Needs Improvement:**

Does not attend specialized area meetings or contribute to Department, College or Community through service activities on an ongoing basis.

### **Meets Standards:**

The Department of Art is a service-heavy department. A combination of ongoing and short-term activities should be evaluated as meeting standards. There should be a combination of departmental, college, school committees and/or provide their disciplinary or professional expertise to contribute to the betterment of their communities outside of Metro State, but it is not necessary to make a contribution in all of these capacities.

Sustained membership in departmental, college, or school committee  
Chairing of short-term committee (e.g. search committee)  
Participating in student recruitment and advising fairs  
Ordering of consumable materials for own classes and those within the area  
Management of allocated Program Fee budget for own courses and those within the area.  
Communicates with departmental staff and program coordinators on orders  
Oversee maintenance and safety of studio environment and/or communicates effectively with technical staff to ensure the ongoing maintenance and safety of a studio facility.  
Communicates with program coordinator for the purposes of class scheduling and teaching assignments

Serves on an ongoing basis as docent or lecturer at local art museum or the Center for Visual Art

Works in an ongoing basis with community members on a creative project or teaching of creative workshops

Planning and implementing ongoing workshops with alumni

Attendance and ongoing contribution to specialized area meetings

Assisting department with hiring and training of temporary faculty within the specific discipline.

Ongoing hiring, training and supervision of affiliate faculty within the specific discipline

Regular participation in portfolio reviews and student thesis review committees.