

The Attached Departmental Guidelines for the
Department of

Art

at

The Metropolitan State University of Denver
are effective

August 1, 2020

Approvals:

Department Chair Deanne Pytkinski Date 12/2/19

Dean Jason R. Janke Date 7/6/20

VPAA Bill Henry for Vicki Golich Date 6/16/20

Department of Art Guidelines

Revised and voted upon November 2019

Department of Art Mission Statement

The mission of the Department of Art at Metropolitan State University 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 College of Letters, Arts and Sciences. Those guidelines help form the main body of this document and are intended to provide consistency within the College. 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.

As faculty in the College of Letters, Arts and Sciences, faculty in the Department of Art are expected to follow the General Standards of Performance for Faculty, found here:

<https://msudenver.edu/las/policies/faculty/>.

Guidelines for Tenure and Promotion

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

Teaching:

Faculty should consult the Faculty Employment Handbook section II.C.3.a. for current definitions of teaching. Advising is evaluated as a component of teaching.

Guideline To Achieve Tenure:

In their narrative, the tenure candidate will explain their approach to teaching from among the following aspects of teaching: How they 1) Integrate their scholarly activities and content expertise 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 tenure candidate 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.

Observations of the tenure candidate's classes will be conducted in year one, two and four of the probationary period. These observations will be done by the Department Chair in year one and by tenured faculty in the Department in years two and four. A minimum of one course will be observed by each of these individuals for at least one hour in duration. These observations are to be both formative and summative and will result in a letter written and signed by the observer and sent to the candidate for inclusion in their portfolio. Letters should be uploaded under “summative peer observations.”

Faculty in the Art Studio, Communication Design and Art Education programs must submit samples of student work as part of their portfolio artifacts in support of their application for retention, tenure and promotion. These samples should also have assignment sheets and/or rubrics attached.

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 university'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. Classroom observations reveal a pattern of teaching that does not promote effective 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.

Course materials, student artifacts, and statements in narrative regarding pedagogy do not demonstrate consistent alignment during the period of evaluation.

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. Classroom observations have been used by

the candidate to improve teaching. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible. When reviewing student work samples, assignments, rubrics and syllabi, there is consistency and a direct relationship between pedagogy, outcome and assessment.

Scholarly Activities:

Faculty should consult the Faculty Employment Handbook section II.C.3.b. for current definitions of scholarly activities.

Guideline to Achieve Tenure:

Tenure 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 probationary 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 probationary period the tenure candidate has had a disciplinary or pedagogical or creative work accepted in a peer-reviewed 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.

Service:

Faculty should consult the Faculty Employment Handbook section II.C.3.c. for current definitions of service.

Guideline to Achieve Tenure:

Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the university, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the university. In the narrative the tenure candidate must demonstrate outcomes that are a result of the candidate's participation in service activities. Over the course of the review period, the candidate must demonstrate their contribution in a leadership role of some kind and such leadership should be the result of goal setting and planning that develops over the course of the review period.

Needs Improvement:

Service work has consisted only of short-term tasks or has not made a significant contribution within the program, department, college, university or disciplinary organization. The candidate's contribution has had no measureable impact on the program, department, college, university or disciplinary organization.

Meets Standards:

The tenure candidate must demonstrate significant contributions to shared governance in the department, college or university or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the university. These contributions must be ongoing and demonstrate measureable outcomes. Contributions often, but not exclusively, take the form of significant committee work. The tenure candidate may alternatively be serving in an administrative capacity without reassign time or contractual accommodations to their workload. By the end of the review period, the candidate should have achieved measureable outcomes in a leadership role. By the third year of the review period, the candidate should identify goals and action plans that are successfully developed, matured, and achieved by the 6th year.

Guidelines for Post-Tenure Review

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

Teaching:

Faculty should consult the Faculty Employment Handbook section II.C.3.a. for current definitions of teaching. Advising is evaluated as a component of teaching.

Guideline To Achieve Post-Tenure Review:

In their narrative, the candidate will explain their approach to teaching from among the following aspects of teaching: How they 1) 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 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.

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 university'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 member does not maintain regular office hours and makes multiple mistakes when advising students.

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. 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. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.

Scholarly Activities:

Faculty should consult the Faculty Employment Handbook section II.C.3.b. for current definitions of scholarly activities.

Guideline to Achieve Post-Tenure Review:

The post-tenure 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 during the evaluation period.

Needs Improvement:

During the period of review, 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 the period of review, the candidate has had a disciplinary or pedagogical or creative work accepted in a peer-reviewed 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.

Service:

Faculty should consult the Faculty Employment Handbook section II.C.3.c. for current definitions of service.

Guideline to Achieve Post-Tenure Review:

The candidate must demonstrate in their narrative that they have participated in shared governance within the university, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the university. In the narrative the candidate must demonstrate outcomes that are a result of the candidate's participation in service activities.

Needs Improvement:

Service work has consisted only of short-term tasks or has not made a significant contribution within the program, department, college, university or disciplinary organization. The candidate's contribution has had no measureable impact on the department, college, university or disciplinary organization.

Meets Standards:

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

Guidelines for Promotion to Professor

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

Teaching:

Faculty should consult the Faculty Employment Handbook section II.C.3.a. for current definitions of teaching. Advising is evaluated as a component of teaching.

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: How they 1) 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.

Faculty in the Art Studio, Communication Design and Art Education programs must submit samples of student work as part of their portfolio artifacts in support of their application for promotion to professor. These samples should also have assignment sheets and/or rubrics attached.

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 university'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.

Scholarly Activities:

Faculty should consult the Faculty Employment Handbook section II.C.3.b. for current definitions of scholarly activities.

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.

Service:

Faculty should consult the Faculty Employment Handbook section II.C.3.c. for current definitions of service.

Guideline to Achieve Promotion to Professor:

Candidate must demonstrate in their narrative that they have participated in shared governance at the university, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the university. In the narrative the candidate must demonstrate outcomes that are a result of the candidate's participation in service activities. Over the course of the review period, the candidate must demonstrate their contribution in a leadership role of some kind.

Needs Improvement:

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

Meets Standards:

The candidate for promotion must demonstrate significant contributions to shared governance in the program, department, college, university, 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.

Guidelines for Emeritus Status

To be considered for emeritus status, the Department of Art adheres to the *Handbook for Professional Personnel* requirements of:

- Has completed ten years or more of full-time service at the University;
- Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status;
- Must be nominated by the department chair or any faculty member in the Department of Art;
- The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University;
- The nomination must be endorsed by a majority of the tenured members of the Department of Art.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*

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 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, 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.

Art History, Theory and Criticism Coordinator (6 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

Facilitate 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.

Manage budgets including purchasing/procurement and funding needs

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

Serve on Steering Committee for Department of Art to support and advise Chair

Studio Program Coordinator (6 hours reassigned)

The Studio Program Coordinator will serve a term of two years, with the possibility for renewal. Upon the completion of a two-year term, the full-time faculty in the Studio Art program will meet to determine whether the current Coordinator will serve an additional 2-year term if coordinator wishes to continue in the position. The results of the preference poll will be forwarded to the Chair of the Department for confirmation. It is highly suggested that the Coordinator be a fully tenured faculty, when possible. Any out of contract summer Coordinator work (between May 31st and August 1st) must be preapproved and will be compensated on the established hourly rate from the Department budget.

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

Serve as Chair of the Studio Program Committee and conduct regular meetings with the studio faculty.

Work with studio faculty, Integrated Media Committee Chair and department staff to complete semester schedules including teaching responsibilities for non-area specific, rotating shared studio courses (Installation, Advanced Interdisciplinary Studio, Senior Experience and Professional Practices I & II, and possible additional courses). Hire affiliate faculty to teach shared courses if needed.

Order textbooks for shared courses taught in studio area.

Oversee curriculum including revisions to and implementation of new studio art course offerings and serve as Studio Program representative on the Curriculum Committee.
Act as point person between faculty members and budget analyst for ordering in relation to shared studio courses.
Support studio area technicians and affiliate technicians and advocate for positions.
Generate 2D and 3D display case schedules for rotating student work throughout the academic year.
Manage BFA portfolio reviews and chair BFA portfolio committee.
Liaison with Assessment committee regarding studio art assessments.
Serve on Steering Committee for Department of Art to support and advise Chair.

Communication Design Coordinator (6 hours reassigned)

The Communication Design Coordinator will serve a term of two years, with the possibility for renewal. Upon the completion of a two-year term, the full-time faculty in the Communication Design program will meet to determine whether the current Coordinator will serve an additional term or whether a preference poll among the Communication Design faculty will be conducted to determine who will serve next as Coordinator. The results of the preference poll will be forwarded to the Chair of the Department for confirmation. It is highly suggested that the Coordinator be a fully tenured faculty, if possible. Any out of contract summer Coordinator work (between May 31st and August 1st) must be pre-approved and will be compensated on the established hourly rate from the Department budget.

Administer and manage system protocols for the Communication Design area:

Primary contact for external communications; prospective students, alumni, Affiliate Faculty, institutional partners, and external partners
Manage budgets including purchasing/procurement and intra-institutional funding needs, not to include external fundraising
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
Facilitate 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
Manage BFA portfolio reviews, in consultation with other faculty
Oversee special event management within area as needed (ex. student Winterim workshops; student travel; class trips)
Supervise program work-study employee(s)
Work in collaboration with Art and Technology Support Staff

Serve on Steering Committee for Department of Art to support and advise Chair

Art Education Coordinator (6 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.

Serve on Steering Committee for Department of Art to support and advise Chair

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 25-35 sections, approx. 20 affiliate faculty)

Completion of semester schedule for fall, spring and summer foundations courses

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

Management of suite of classrooms in AR 166 including oversight of facility and equipment maintenance, in collaboration with studio support staff

Work with studio support staff to 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

Work with Studio Program coordinator and affiliate faculty to curate and organize shows for 2D

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
Serve on Steering Committee for Department of Art to support and advise Chair

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 tenure application, 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 program, department, college, university 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, university committees and/or provide their disciplinary or professional expertise to contribute to the betterment of their communities outside of MSU Denver, but it is not necessary to make a contribution in all of these capacities.

Sustained membership in program, departmental, college, or university 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.

Guidelines for Category II and Category III Faculty

FRAMEWORK FOR LAS DEPARTMENTAL GUIDELINES

EVALUATION STANDARDS FOR CATEGORY II FACULTY

INTRODUCTION: Category II and Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Category II faculty and Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among both Category II and Affiliate faculty members.

As faculty in the College of Letters, Arts and Sciences, Category II and III faculty are expected to follow the General Standards of Performance for Faculty, found here: <https://msudenver.edu/las/policies/faculty/>.

Evaluation:

Category II Faculty

1. **Student Ratings of Instruction:** Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
2. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. They should be included in the one page narrative statement.
3. Peer Observations:
 - (1) Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in Portfolios; Formative Peer Observations **may** be included as an additional artifact if the Category II faculty member chooses to do so.
 - (a) All Category II faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member.
 - (b) Beyond this requirement, Departments will delineate in their Department Guidelines for Category II Faculty the number, type (summative or formative), and cycle of Peer Observations required for Category II faculty.
 - (c) All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer.

- ii. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.
- iii. Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:
 - (1) Cover Sheet
 - (a.) Published by the Office of the Provost; and
 - (b.) Used to record recommendations for/against reappointment, promotion, or multi-year contracts.
 - (2) Narrative
 - (a.) Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;
 - (b.) Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
 - (c.) Should present one's best case to disciplinary colleagues and administrative levels of review; and
 - (d.) If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.
 - (3) Annotated *Curriculum Vitae* (see Chapter V for definition of "Annotated *Curriculum Vitae*") for a **minimum of the past 5 years**
 - (4) Student Ratings of Instruction per B.1. above
 - (5) Peer Observations as delineated above in B.2.a.i.
 - (6) Other documents as determined by the Department (course syllabi, exams, assignments, assessments, etc., evidence of scholarly activities or service)
- iv. Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.
 - i. Reappointment Recommendations
 - (1) The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;
 - (2) The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the Category II faculty member should be reappointed.

- (3) If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.
- (2) Following the first year of employment, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention.

EVALUATION STANDARDS FOR TEACHING

Faculty should consult the Faculty Employment Handbook section II.C.3.a. for current definitions of teaching. Advising is evaluated as a component of teaching.

GUIDELINE FOR REAPPOINTMENT OR PROMOTION TO SENIOR LECTURER: IN THEIR ONE PAGE NARRATIVE, THE FACULTY MEMBER MUST EXPLAIN HOW THEY HAVE MET EXPECTATIONS FOR ASSIGNED DUTIES AND RESPONSIBILITIES. IT SHOULD PRESENT A REFLECTIVE SELF-ASSESSMENT THAT HIGHLIGHTS ACCOMPLISHMENTS AND INDICATES PLANS FOR FUTURE AND PRESENT THEIR BEST CASE FOR CONTINUANCE IN THEIR POSITION OR PROMOTION TO SENIOR LECTURER IF THEY ARE APPLYING. THE CANDIDATE SHOULD BRIEFLY INCLUDE THEIR APPROACH TO TEACHING FROM AMONG THE FOLLOWING ASPECTS OF TEACHING: 1. HOW THEY UPDATE THEIR COURSES INTEGRATING CURRENT KNOWLEDGE INTO THEIR TEACHING, 2. DESIGN THEIR COURSES AND 3. DELIVER MATERIAL TO FACILITATE STUDENT LEARNING AND 4. USE ASSESSMENT RESULTS TO IMPROVE THEIR COURSES.

THE FACULTY MEMBER HAS SRI'S USING THE APPROVED FORM PER THE HANDBOOK FOR PROFESSIONAL PERSONNEL. A SINGLE SUMMATIVE PEER OBSERVATION IS ALSO REQUIRED FOR THEIR FIRST YEAR OF EMPLOYMENT AS A CATEGORY II FACULTY.

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards"</p>	<p>Minimum requirements and/or Standards for Content Expertise have not been met. COURSES DO NOT FOLLOW THE OFFICIAL COURSE SYLLABUS AND/OR THE FACULTY MEMBER DOES NOT ADHERE TO UNIVERSITY POLICIES REGARDING ADA ACCOMODATIONS. NO DEMONSTRATION THAT COURSES ARE REGULARLY UPDATED WITH NEW INFORMATION, AS</p>
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<p>rating.</p>	<p>CONSISTENT WITH THE DISCIPLINE. LITTLE ATTENTION IS GIVEN TO INSTRUCTIONAL DESIGN AND 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 SRI'S OR THE PATTERN OF SRI'S REMAINS SUBSTANTIALLY (MORE THAN 0.5) BELOW THE PREFIX AVERAGE. FACULTY LACKS SUMMATIVE PEER OBSERVATION OR THE OBSERVATION DOES NOT DEMONSTRATE SOUND PEDAGOGY TO SUPPORT STUDENT LEARNING.</p> <p>FACULTY MEMBER DOES NOT MAINTAIN REGULAR OFFICE HOURS AND MAKES MULTIPLE MISTAKES WHEN ADVISING STUDENTS. FACULTY MAKES LITTLE TO NO EFFORT TO CORRECT MISTAKES OR IMPROVE ADVISING THROUGH TRAINING.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>MEETS STANDARDS: COURSES FOLLOW THE OFFICIAL COURSE SYLLABUS AND THE FACULTY MEMBER ADHERES TO UNIVERSITY POLICIES REGARDING ADA ACCOMMODATIONS. EACH COURSE IS KEPT CURRENT THROUGH REVIEW OF INSTRUCTIONAL RESOURCES AND THE REGULAR ADDITION OF NEW MATERIALS, AS APPROPRIATE. 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 FACULTY MEMBER 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. FOR ANY GENERAL STUDIES COURSES TAUGHT, THE FACULTY MEMBER DESIGNED THEIR COURSE IN ACCORDNACE WITH THE OFFICIAL COURSE SYLLABUS MEETING, DEPARTMENTAL AND UNIVERSITY EXPECTATIONS INCLUDING THE WRITING AND STUDENT LEARNING OUTCOME EXPECTATIONS. ASSESSMENT OF GENERAL STUDIES COURSES COMPLY WITH DEPARTMENTAL AND UNIVERSITY REQUIREMENTS. SRI'S ARE COMPARED TO SAME LEVEL COURSES (LOWER OR UPPER DIVISION) WITHIN THE PREFIX. THE SRI'S ARE CONSISTENTLY NEAR (WITHIN 0.5) OR ABOVE THE PREFIX AVERAGE FOR SAME LEVEL</p>

	<p>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 ACURATELY ADVISES STUDENTS, USING PROFESSIONAL KNOWLEDGE AND CONTACTS WHEN POSSIBLE.</p>
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EVALUATION STANDARDS FOR SERVICE

Faculty should consult the Faculty Employment Handbook section II.C.3.c. for current definitions of service.

GUIDELINE FOR REAPPOINTMENT OR PROMOTION TO SENIOR LECTURER: IN THEIR ONE PAGE NARRATIVE, THE FACULTY MEMBER MUST BRIEFLY SUMMARIZE THEIR MOST SIGNIFICANT SERVICE ACTIVITIES. ADDITIONALLY, THE FACULTY SHOULD INCLUDE SERVICE ACTIVITIES IN THEIR ANNOTATED C.V.

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Minimum requirements are not met.</p> <p>FACULTY DOES NOT PARTICIPATE IN ANY COMMITTEE OR OBSTRUCTS THE NORMAL FUNCTIONING OF SUCH COMMITTEE. FURTHERMORE, FACULTY MEMBER MAKES NO CONTRIBUTION TO THEIR PROFESSIONAL ORGANIZATION OR THE COMMUNITY OUTSIDE THE UNIVERSITY. IF SERVING IN AN ADMINISTRATIVE CAPACITY WITHOUT REASSIGN TIME, THE FACULTY MEMBER INEFFECTIVELY MEETS THEIR ADMINISTRATIVE OBLIGATIONS.</p>
<p><u>Meets Standards:</u> This performance level</p>	<p>MEETS STANDARDS:</p>

<p>demonstrates the minimum required accomplishments for a faculty member.</p>	<p>THE FACULTY MEMBER SHOULD PRIORITIZE MEETING SERVICE OBLIGATIONS AS REQUIRED BY THE DEPARTMENT FIRST AND SHOULD SET OTHER SERVICE GOALS IN CONSULTATION WITH THE DEPARTMENT CHAIR OR THE APPROPRIATE PROGRAM COORDINATOR WITHIN THE DEPARTMENT. THE FACULTY MEMBER MUST DEMONSTRATE SIGNIFICANT CONTRIBUTIONS TO SHARED GOVERNANCE IN THE DEPARTMENT, SCHOOL, COLLEGE OR UNIVERSITY OR WITHIN THEIR DISCIPLINARY ORGANIZATION OR CONTRIBUTIONS USING THEIR DISCIPLINARY EXPERTISE TO THE COMMUNITY OUTSIDE OF THE COLLEGE. CATEGORY II FACULTY MAY ALTERNATIVELY BE SERVING IN AN ADMINISTRATIVE CAPACITY WIHTOUT REASSIGN TIME.</p>
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EVALUATION STANDARDS FOR SCHOLARLY ACTIVITIES

Faculty should consult the Faculty Employment Handbook section II.C.3.b. for current definitions of scholarly activities.

GUIDELINE FOR REAPPOINTMENT OR PROMOTION TO SENIOR LECTURER: IN THEIR ONE PAGE NARRATIVE, THE FACULTY MEMBER MUST ADDRESS HOW THEIR SCHOLARLY ACTIVITIES CONTRIBUTE TO THEIR EFFECTIVENESS IN TEACHING. ADDITIONALLY, THE FACULTY SHOULD INCLUDE SCHOLARLY AND CREATIVE ACTIVITIES IN THEIR ANNOTATED C.V.

<p><u>Needs Improvement:</u> This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>FACULTY MEMBER FAILS TO DEMONSTRATE THE MAINTAINING OF CURRENCY IN THE DISCIPLINE.</p>
<p><u>Meets Standards:</u> This performance level demonstrates the minimum</p>	<p>MEETS STANDARDS: FACULTY MEMBER MAINTAINS CURRENCY IN THE DISCIPLINE. IN ADDITION TO RESEARCH THAT IS INCORPORATED DIRECTLY INTO TEACHING, THE FACULTY ENGAGES IN DISCIPLINARY,</p>

required accomplishments for a faculty member.	PEDAGOGICAL, OR CREATIVE WORK AND PRESENTS THAT WORK AT THE LOCAL, REGIONAL, NATIONAL OR INTERNATIONAL LEVEL.
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Promotion: The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter IV of the *Handbook*. Additionally, the lecturer must have taught at least three different courses as a Lecturer and demonstrate that they have implemented pedagogical innovations.

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The Department Chair will submit the recommendation for or against promotion to the Dean;
3. The Dean will submit a recommendation for or against promotion to the Provost; and
4. The Provost will approve or disapprove the recommendation for promotion.

Affiliate (Category III) Faculty

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
 2. Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. The faculty member should submit all course syllabi and any other materials the department requests.
 3. Peer Observations:
 - (1) Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in evaluations.
 - (2) All Category III faculty will be observed, at a minimum, once in the first semester of their employment as a Category III faculty member.
- (a) Affiliate faculty will be evaluated using the Peer Observation Form for Studio Art, Communication Design, or Art History, Theory and Criticism, as adopted and approved by the Department of Art. This involves both a classroom

observation and meeting with either the Program Coordinator or Concentration Area Coordinator, as well the submission of classroom materials, including syllabi, project handouts, rubrics, and samples of student work. This peer observation must be done in the affiliate faculty's first semester, and then in subsequent years as necessary if need for improvement is identified. All affiliate faculty will be observed at least once every three years.