

CENTRAL CONNECTICUT STATE UNIVERSITY

Promotion and Tenure Guidelines

Department of Art

Department Evaluation Committee
Faculty Approved November 19, 2009

DEPARTMENT of ART
TENURE and PROMOTION GUIDELINES

I.	Introduction.....	3
II.	LOAD CREDIT ACTIVITY (4.11.9.1)	4
A.	Department of Art Teaching Standards.....	4
1.	Content Knowledge.....	4
2.	Planning Instruction	4
3.	Teaching Methods and Strategies	4
4.	Outcomes and Assessment of Student Learning.....	4
B.	Load Credit Activity: TEACHING	5
C.	Load Credit Activity: REASSIGNED TIME.....	6
D.	Load Credit Activity: Possible Categories for Inclusion in Dossier	6
III.	CREATIVE ACTIVITY (4.11.9.2)	7
A.	Operative Definitions: Creative Activity	7
B.	Creative Activity: ALL Art Faculty	8
C.	Creative Activity: STUDIO Art Faculty	9
D.	Creative Activity: ART HISTORY Faculty.....	10
E.	Creative Activity: ART EDUCATION Faculty.....	11
F.	Creative Activity: Possible Categories for Inclusion in Dossier.....	12
IV.	SERVICE (4.11.9.3)	16
A.	Operative Definitions: Service Activity.....	16
B.	Service: Direct and Indirect.....	17
C.	Service: Possible Categories for Inclusion in Dossier	18
V.	PROFESSIONAL ACTIVITY (4.11.9.4).....	19
A.	Operative Definitions: Professional Activity	19
B.	Professional Activity	20
C.	Professional Activity: Possible Categories for Inclusion in Dossier	20
VI.	APPENDICES	21
	APPENDIX – A: MENTORING	22
	APPENDIX – B: Peer Evaluation Pre-Teaching Letter	25
	APPENDIX – C: Peer Evaluation Post-Teaching Letter	27

I. Introduction

As an academic department within the School of Arts and Sciences at Central Connecticut State University, the Department of Art is dedicated to discovering, understanding, transmitting, and applying the best of human knowledge.

The Department of Art offers professional programs in a wide range of visual arts. Both concepts and technical excellence are stressed. A broad spectrum of quality resources is provided by a faculty of practicing artists, educators, and historians. We endeavor to provide curricula that broaden individual talent and encourage a constant exchange of ideas and philosophy among students, faculty, and art professionals. We encourage our students, as developing art professionals, to plan their goals, utilize supplemental resources and experiences outside of the university, dialogue with professional art activities and artists, educators, historians and engage in professional art activities. The Art Department attempts to create an environment where both faculty and students pursue excellence and embrace opportunities for growth within their chosen fields.

To assist faculty in following the procedures for promotion and tenure, the Department has developed a set of guidelines that take into account faculty disciplines within the art field. The guidelines were developed in conformity with the standards provided by the Collective Bargaining Agreement between Connecticut State University American Association of University Professors and the Board of Trustees for Connecticut State University System (hereinafter "Collective Bargaining Agreement") and Central Connecticut State University's Faculty Senate guidelines.

II. LOAD CREDIT ACTIVITY (4.11.9.1)

4.11.9.1 Load Credit Activity for which the member receives load credit or the equivalent, e.g. one or more of the following: teaching, coaching, counseling, department chairperson, division director, library service, research, student supervision, or any other function specified in the letter of appointment or subsequent extension or modifications of such appointment.

A. Department of Art Teaching Standards

In the Department of Art, excellence in teaching is judged by the degree to which the candidate meets the following standards.

1. Content Knowledge

- Understands the central concepts and structures of the visual arts discipline
- Understands the nature and significance of the visual arts and connections to the world at large

2. Planning Instruction

- Plans learning experiences that promote conceptual learning and makes the content meaningful to students
- Selects instructional supplies, materials and resources to engage students in considering multiple perspectives, and to promote students' personal artistic growth and their understanding of subject matter
- Demonstrates capacity to learn new ideas and skills to plan, modify or enhance present courses and/or develop new ones, such as special topics courses. Examples of such activity include, but is not limited to, using technology in classroom related activity, such as Luna, Blackboard Vista, and/or PowerPoint.

3. Teaching Methods and Strategies

- Challenges students through engagement in varied problem solving, and critical/creative thinking activities that make course content meaningful
- Sequences art content to build upon prior learning
- Employs a range of instructional strategies, keeping students motivated, productive, engaged, and focused
- Recognizes students' individual differences that distinguish their students from one another and takes into account students' interests and differences in their practice
- Creates a learning environment which helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view
- Maintains a safe and efficient classroom/studio environment

4. Outcomes and Assessment of Student Learning

- Collects and uses varied sources of information to assess students' individual and collective learning
- Communicates assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation
- Monitors student understanding of concepts at appropriate points throughout the semester
- Reflects upon and analyzes instruction and student outcomes to make instructional adjustments and modify teaching and course content accordingly

B. Load Credit Activity: TEACHING

1. TENURE	2. ASSOCIATE	3. FULL
<p>a) Candidates must demonstrate a <u>strong and consistent</u> record of quality in teaching and other load credit assignments as judged by the Department of Art's Evaluation Committee (DEC) with consideration to documentation provided by the candidate, i.e., student opinion surveys, syllabi, etc. (Note: Standards for in-class observations are aligned with Teaching Standards.)</p> <p>b) Teaching Standards used to judge Candidate's teaching performance include:</p> <ul style="list-style-type: none"> (1) Content Knowledge; (2) Planning Instruction; (3) Teaching Methods and Strategies; (4) Outcomes and Assessment of Student Learning 	<p>a) Candidates must demonstrate a strong and consistent record of quality in teaching and other load credit assignments as judged by the Department of Art's Evaluation Committee (DEC) with consideration to documentation provided by the candidate, i.e., student opinion surveys, syllabi, etc. (Note: Standards for in-class observations are aligned with Teaching Standards.)</p> <p>b) Teaching Standards used to judge Candidate's teaching performance include:</p> <ul style="list-style-type: none"> (1) Content Knowledge; (2) Planning Instruction; (3) Teaching Methods and Strategies; (4) Outcomes and Assessment of Student Learning 	<p>a) Candidates must demonstrate an outstanding and consistent record of excellence in teaching and other load credit assignments as judged by the Department of Art's Evaluation Committee (DEC) with consideration to documentation provided by the candidate, i.e., student opinion surveys, syllabi, etc. (Note: Standards for in-class observations are aligned with Teaching Standards.)</p> <p>b) Teaching Standards used to judge Candidate's teaching performance include:</p> <ul style="list-style-type: none"> (1) Content Knowledge; (2) Planning Instruction; (3) Teaching Methods and Strategies; (4) Outcomes and Assessment of Student Learning
<p>b) Candidates for Tenure will demonstrate proficiency in most of the Art departmental Teaching Standards listed in Section II A.</p>	<p>b) Candidates for Associate Professor will demonstrate expertise in many of the Art departmental Teaching Standards listed in Section II A.</p>	<p>b) Candidates for Full Professor will demonstrate mastery of nearly all of the Art departmental Teaching Standards listed in Section II A.</p>

C. Load Credit Activity: REASSIGNED TIME

1. TENURE	2. ASSOCIATE	3. FULL
a) Candidates receiving load credit for reassigned time should provide adequate materials to document the scope and significance of their accomplishments for these activities.	a) Candidates receiving load credit for reassigned time should provide adequate materials to document the scope and significance of their accomplishments for these activities.	1. Candidates receiving load credit for reassigned time should provide adequate materials to document the scope and significance of their accomplishments for these activities.

D. Load Credit Activity: Possible Categories for Inclusion in Dossier

Supporting materials for load credit activity should include a summary of distribution of load credit (including courses taught, reassigned time, etc.), a statistical summary of student opinion surveys, a reproduction of written comments from student opinion surveys, and original peer teaching evaluation letters. The list in the appendix to this policy includes potential additional categories of material for inclusion.

Teaching:

- Course syllabi
- Course materials (handouts, exams, etc.)
- Curriculum development grants
- Electronic enhancement of courses
- Interdisciplinary course(s) taught
- New course(s) introduced
- Online courses taught
- Software developed for teaching purposes
- Special projects developed for a course
- Student opinion surveys (numerical/averaged)
- Student opinion surveys (written comments/typed)
- Teaching excellence presentations
- Teaching philosophy
- Other . . .

Other load activity:

- Administrative responsibilities for which reassigned time was provided
- Assessment activities for which reassigned time was provided
- Research activities for which reassigned time was provided
- Sabbatical leave
- Other . . .

Details of these other load activities may be cross-referenced and included in the appropriate other assessment categories.

III. CREATIVE ACTIVITY (4.11.9.2)

4.11.9.2 *Creative activity appropriate to one's field, such as delivering papers at professional conferences, production/performance of artistic works, research, study, and publication.*

Creative activity in the Department of Art is wide and varied. Candidates must submit convincing evidence that describes the scope and impact of these activities in their appropriate professional field. For Tenure, these activities must be consistent and meaningful; for promotion to Associate Professor, creative activities must be strong and significant to the creative field; and for Full Professor, candidates must have a strong and substantial recent record of significant activity.

Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

A. Operative Definitions: Creative Activity

Consistent: Steady, coherent, and uniform research and creative activity that holds firmly together as a cohesive body of inquiry.

Strong: Rigorous research and creative activity having strength or power greater than average or expected for Tenure. Research and creative activity of good quality that is solid and robust.

Substantial: Important, meaningful, and considerable research and creative activity that has value as measured by professionals in the appropriate fields.

Significant: Research and creative activity that is full of meaning and important to the field of notable quality, quantity, and degree of importance determined by solidly built record of accomplishments.

B. Creative Activity: ALL Art Faculty

1. TENURE	2. ASSOCIATE	3. FULL
<p>a) Candidates should be professionally active.</p> <p>b) Their activities should result in some of the following: peer-reviewed exhibitions, commissions, awards, presentations, publications (print and electronic) and/or other forms of professional recognition that demonstrate regional success with some national recognition.</p>	<p>a) Candidates should be professionally active and have demonstrated success in creative activity appropriate to the field (studio, art history, and art education).</p> <p>b) Their activities should result in most of the following: peer-reviewed exhibitions, commissions, awards, consulting, adjudication, presentations and publications (print and electronic) and/or other forms of professional recognition that demonstrate a minimum of strong regional success with some national recognition.</p>	<p>a) Candidates should demonstrate excellence in research/creative activities.</p> <p>b) Their activities should result in most of the following: peer-reviewed exhibitions, museum exhibitions, commissions, awards, presentations and publications (print and electronic) and/or other forms of professional recognition that demonstrate both strong regional and national recognition.</p>

C. Creative Activity: STUDIO Art Faculty

1. TENURE	2. ASSOCIATE	3. FULL
<p>a) Studio faculty applying for tenure must provide evidence of a consistent recent record of accomplishments, including exhibitions and other presentations of creative work.</p> <p>b) Exhibitions must be juried, curated, or invitational.</p> <p>c) These creative activities must demonstrate the studio faculty member’s significant participation in state and regional artistic venues.</p> <p>d) Consideration of this record will take into account the relative importance of the exhibition venues.</p> <p>e) Candidates working in alternative and/or non-traditional creative activities must provide adequate materials to document the scope and significance of this work.</p>	<p>a) Studio faculty applying for promotion to Associate Professor must provide evidence of a strong recent record of substantial accomplishments, including exhibitions and other presentations of creative work.</p> <p>b) Exhibitions must be invited, juried or curated.</p> <p>c) These creative activities must demonstrate the studio faculty member’s significant participation in state, regional, and national/international artistic venues.</p> <p>d) Consideration of this record will take into account the relative importance of the exhibition venues.</p> <p>e) Candidates working in alternative and/or non-traditional creative activities must provide adequate materials to document the scope and significance of their work.</p>	<p>a) Studio faculty applying for promotion to Professor must provide evidence of a recent record of substantial and significant accomplishments, including exhibitions and other presentations of creative work.</p> <p>b) Exhibitions must be juried, invited, or curated.</p> <p>c) Creative activity must include a prevalence of exhibitions at the regional and national/international levels, and must also include solo exhibitions.</p> <p>d) Consideration of this record will take into account the relative importance of the exhibition venues.</p> <p>e) Candidates working in alternative and/or nontraditional media should be certain to provide adequate material to document the scope and significance of their work.</p>

D. Creative Activity: ART HISTORY Faculty

1. TENURE	2. ASSOCIATE	3. FULL
<p>a) Art History faculty applying for tenure must provide evidence of a consistent recent record primarily of scholarly publication but also of professional presentations and research.</p> <p>b) All publications must be refereed and must appear in venues of demonstrated high quality within the candidate's discipline.</p> <p>c) Candidates working in alternative and/or non-traditional creative activities must provide adequate materials to document the scope and significance of this work.</p>	<p>a) Art History faculty applying for promotion to Associate Professor must provide evidence of a strong recent record of substantial record primarily of scholarly publication but also of professional presentations and research.</p> <p>b) All publications must be refereed and must appear in venues of demonstrated high quality within the candidate's discipline.</p> <p>c) Candidates working in alternative and/or non-traditional creative activities must provide adequate materials to document the scope and significance of their work.</p>	<p>a) Art History faculty applying for promotion to Professor must provide evidence of a substantial and significant record primarily of significant scholarly publication but also of professional presentations and research.</p> <p>b) All publications must be refereed and must appear in venues of demonstrated high quality within the candidate's discipline.</p> <p>c) Candidates working in alternative and/or nontraditional creative activity should be certain to provide adequate material to document the scope and significance of their work.</p>

E. Creative Activity: ART EDUCATION Faculty

1. TENURE	2. ASSOCIATE	3. FULL
<p>a) Art Education faculty applying for tenure must provide evidence of a consistent recent record of creative activities in the following professionally appropriate activities.</p> <ul style="list-style-type: none"> • Publications and presentations • Exhibitions or applied research <p>b) Consideration of this record will take into account the relative importance of the publication and exhibition venues.</p> <p>c) Candidates working in alternative and/or non-traditional creative activities must provide adequate materials to document the scope and significance of this work.</p>	<p>a) Art Education faculty applying for promotion to Associate Professor must provide evidence of a strong recent record of substantial record in the following professionally appropriate activities.</p> <ul style="list-style-type: none"> • Publications and presentations • Exhibitions or applied research <p>b) Consideration of this record will take into account the relative importance of the publication and exhibition venues.</p> <p>c) Candidates working in alternative and/or non-traditional creative activities must provide adequate materials to document the scope and significance of their work.</p>	<p>a) Art Education faculty applying for promotion to Professor must provide evidence of a strong and substantial recent record of significant activity in the following professionally appropriate activities.</p> <ul style="list-style-type: none"> • Publications and presentations • Exhibitions or applied research <p>b) Consideration of this record will take into account the relative importance of the publication and exhibition venues.</p> <p>c) Candidates working in alternative and/or nontraditional media should be certain to provide adequate material to document the scope and significance of their work.</p>

F. Creative Activity: Possible Categories for Inclusion in Dossier

NOTE: Faculty members must submit materials in order of significance with the most important accomplishments first.

1. Studio Art Documentation
2. Publications Documentation
3. Presentations Documentation
4. Applied Research Documentation

1. Studio Art Documentation¹

- **All Exhibitions.** For all exhibitions, candidates must include a description of the venue that would assist committee members in evaluating the relative importance of the venue. Photographic documentation must also be included.
- **Solo Exhibitions.** Candidates must listing all relevant shows and must include for each listing the year, title, venue, city, and state.
- **Solo Time-based Media.** For artists in certain time-based media an exhibition might be referred to as a “Screening.” In that case, the heading might read “Exhibitions/Screenings” or “Exhibitions/Screenings/Performances” instead of “Exhibition Record.” For performance artists the heading “Performances” may be adequate. Others may require the heading “Exhibitions/Commissions.”
- **Solo New Media.** For those doing digital or technological art as well as video or performance art, please note whether or not the work is collaborative. If it is, develop a simple method for identifying individual contributions.
- **Group Exhibitions.** Candidates must listing all relevant shows and must include for each listing the year, title, venue, city, and state.

Example:

1998. *New York Fine Arts Association National Competition*, Utica, NY
Sculpture Carved and Forged, Tampa Museum of Art, Tampa, FL

1997. *They Landed in Lawrence*, Lawrence Art Association, Lawrence, KS

- **Catalogs:** Sometimes a catalog is produced in conjunction with an exhibition. This can simply be noted by putting the word "catalogue" in parentheses at the end of the entry.

¹ From College Art Association, Guidelines www.collegeart.org

- **Visiting Artist Lectures** (Lectures/Workshops/Critiques, Guest Lectures). Giving a lecture or technical demonstration at another institution is an important activity. This is often done in conjunction with a solo show at an institution. Sometimes the visiting artist will be asked to conduct a critique as well. Candidates should list all activity and must specify the type of activity at the end of the entry.
- **Artist Residencies (Artist-in-Residence)**. This category should not be confused with heading "Visiting Artist Lectures." The major distinction is one of duration. This category includes visits to universities where you are scheduled to conduct seminars, workshops, lectures, etc., over a period of several days.
- **Commissions** (if applicable) Candidates should list all commissioned works and provide appropriate details.
- **Collections** (Public, Private, Corporate)
Example:
Heckscher Museum of Art, Huntington, NY Lawrence Art Center, Lawrence, KS
Comments: In the case of private collectors, be sure to have permission to list their name(s). Some private collectors like to keep a low profile because of security reasons.
- **Bibliography**. The bibliography is a record of material about you. Articles, reviews, catalogues, radio and television interviews, etc., are placed under this heading. The inclusion of your work in books, magazines, major newspapers, and important catalogues is important for major galleries. Exhibition announcements and reviews in newspapers of smaller communities are less important.
- Example:
Diane Terrel, "New Work in Central New York," *Sculpture*, Vol. 16, January, 1998, 63.
- **Website**. The candidate should list personal web page or website address and note the how much of the site was authored by him or her. Include a printed copy (print-screen) of the main web pages.
- Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

2. Publications Documentation²

Candidates must indicate whether the publication was juried or invited at the end of the entry

- **Books:**
 - a. Book(s) completed
 - b. Book(s) edited

² IBID

- c. Book(s) co-edited
 - d. Chapters in books
 - e. Textbooks
- Articles: Scholarly Periodicals (refereed/juried, invited) *Note: If the article has been translated or anthologized one should list that information with the entry under the main citation (not as a separate entry)*
- Catalogues:
 - a. Exhibition/Museum Catalogues
 - b. Catalogue Essays
 - c. Catalogue Entries
- Book Reviews
- Encyclopedia/Dictionary Entries/Bibliographies/Databases/Web Sites/Instructional Programs
- Other (example: exhibition(s) that you have curated)
- Publications in Progress
 - a. “Work in progress” means the author is working on the research and/or writing of an essay or book project but that it has not been submitted for publication review.
 - b. “Under review” means the essay or book has been submitted for review but no decision has yet been made by the publisher.
 - c. “Forthcoming” means the essay or book has been formally accepted for publication (stipulate where).
 - d. “In press” means that the essay or book is in the stage of copyediting or proofs.
- Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

3. Presentations Documentation

- Conferences/Presentations/Papers (Symposia, Colloquia, etc.) Candidate should list only those conferences where you were a participant (panel chair, delivered a paper, served as a discussant, keynote or plenary speaker, professional workshop, significant organizational business, honoree, etc.).
 - a. Examples of listings:
 - 1998 College Art Association Conference, Toronto, Ontario
 - Paper: “The Canon: What's Right? What's Wrong” (Title of panel may be listed as well)
 - Symposium, Colgate University, Hamilton, New York

“Visual Epithets: Depicting Otherness” 1997 Southeastern College Art Conference, Richmond, Virginia

Panel Chairperson: “New Studies: Medieval Manuscripts

Symposium: "Postmodern Art," 1998, Hamilton College, Clinton, New York

- b. If you have presented a certain paper on multiple occasions, list the institutions, conferences, etc., under a single entry.

4. Applied Research Documentation

“Applied research in education is best characterized by the intention to link research with action in a form that generates actionable knowledge. This intention is evidenced in the processes of designing, carrying out, and validating the research findings.”³

Documentation to support this category of creative activity is wide and varied. Candidates must submit convincing evidence that describes the scope and impact of these activities in the appropriate professional field. For Tenure, these activities must be consistent and meaningful; for promotion to Associate, these activities must be strong and significant to its field; and for Full Professor, candidates must have a strong and substantial recent record of significant activity

Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

³ Elliott, John. *What is applied research in education?* John Elliott, University of East Anglia. <http://www.research-edu.net/download/JE01.pdf> retrieved September 2008.

IV. SERVICE (4.11.9.3)

4.11.9.3 Productive service to the department and university.

Service to the Department of Art and University is essential in delivering our programs. Candidates must submit appropriate documentation that specifies their contribution to the department and university. For Tenure, these activities must be consistent and meaningful; for promotion to Associate Professor, service must be strong and proficient; and for Full Professor, candidates must have a substantial service record of contribution and leadership.

A. Operative Definitions: Service Activity

Consistent: Steady, coherent, and uniform service to the department and/or university.

Knowledgeable: Extensive understanding of and is fully informed about the program and university requirements; accesses student information to inform students of current status and future options.

Leadership: Advances the Department's and University's vision and mentors, motivates and guides others toward reaching goals.

Proficient: Solid understanding of the essential program and university requirements needed to effectively advise students.

Strong: Having or showing considerable achievement in service to the department and university.

Substantial: Important, meaningful, and significant service that has value to the department and university.

B. Service: Direct and Indirect

1. TENURE	2. ASSOCIATE	3. FULL
<p>a) Direct Service: Department</p> <ul style="list-style-type: none"> • Candidates are expected to demonstrate <u>consistent</u> contribute to committee and other work of the Department, such as working on department assessment, curriculum initiatives, portfolio reviews, etc. • Candidates should demonstrate the capacity to <u>consistently</u> extend their influence beyond their assigned classes in activities, such as serving on graduate student committees, supervising student workers, working with independent study students and/or contribution to interdisciplinary programs, such as Honors Students, etc. • Candidates should <u>consistently</u> guide and advise students by reviewing assigned advisees' requirements for graduation, making out schedules, and sharing professional expertise in order to help them make rational and relevant academic and career decisions. 	<p>a) Direct Service: Department</p> <ul style="list-style-type: none"> • Candidates are expected to demonstrate a <u>strong</u> contribution to committee and other work of the Department, such as working on department assessment, curriculum initiatives, portfolio reviews, etc. • Candidates should demonstrate a <u>strong</u> record of extending their influence beyond their assigned classes in activities, such as serving on graduate student committees, supervising student workers, working with independent study students and/or contribution to interdisciplinary programs, such as Honors Students, etc. • Candidates should <u>proficiently</u> guide and advise students by reviewing assigned advisees' requirements for graduation, making out schedules, and sharing professional expertise in order to help them make rational and relevant academic and career decisions. 	<p>a) Direct Service: Department.</p> <ul style="list-style-type: none"> • Candidates are expected to take a <u>leadership role</u> in Departmental committee and other work, such as chairing committees, initiating/developing department assessment, developing or revising curriculum, etc. • Candidates should demonstrate the capacity to <u>substantial</u> record of extending their influence beyond their assigned classes in activities, such as serving on graduate student committees, supervising student workers, working with independent study students and/or contribution to interdisciplinary programs, such as Honors Students, etc. • Candidates should <u>knowledgably</u> guide and advise students by reviewing assigned advisees' requirements for graduation, making out schedules, and sharing professional expertise in order to help them make rational and relevant academic and career decisions.
<p>b) Direct Service: University</p> <ul style="list-style-type: none"> • Candidates are expected to demonstrate a <u>consistent</u> contribution to university-wide committees, student organizations, student programs, and/or other university-wide initiatives. 	<p>b) Direct Service: University</p> <ul style="list-style-type: none"> • Candidates are expected to demonstrate <u>strong</u> contribution to university-wide committees, student organizations, student programs, and/or other university-wide initiatives. 	<p>c) Direct Service: University</p> <ul style="list-style-type: none"> • Candidates are expected to demonstrate <u>substantial</u> contribution to university-wide committees, student organizations, student programs, and/or other university-wide initiatives.
<p>c) Indirect Service: As a representative of CCSU</p> <ul style="list-style-type: none"> • Candidates should have <u>consistent</u> service involvement with their profession, such as active membership in related organizations and/or activities that promote and support the discipline and university. 	<p>d) Indirect Service: As a representative of CCSU</p> <ul style="list-style-type: none"> • Candidates should have <u>strong</u> service involvement with their profession, such as active membership in related organizations and/or activities that promote and support the discipline and university. 	<p>e) Indirect Service: As a representative of CCSU</p> <ul style="list-style-type: none"> • Candidates should have <u>substantial</u> service involvement with their profession, such as leadership in related organizations and/or activities that promote and support the discipline and university.

C. Service: Possible Categories for Inclusion in Dossier

The activities listed are unranked below and are indicative, not prescriptive or exhaustive. Candidates will not necessarily be expected to have accomplishments in every subheading; instead, they will use the applicable headings, including headings that might be applicable but that are not listed below, on the lists of activities in each evaluative category to organize their accomplishments. These lists are in addition to required materials listed in the policy. Portfolios and curricula vitae should be clearly organized with different categories and subcategories of activity clearly delineated and listed. Candidates are encouraged to discuss portfolio organization with Department Evaluation Committee members, especially in cases in which they are uncertain as to where to list an activity.

Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

Productive Service to the Department and University can include but is not limited to the following.

NOTE: Faculty members must submit materials in order of significance with the most important accomplishments first.

Direct Service:

- Academic advising
- Administrative support work (e.g., school-wide governance, admissions reviews, accreditation and assessment work, etc.)
- Committee work at department, school, university, and system levels; service as a committee officer should be noted.
- Intra-departmental activities with other disciplines in the university
- Facilitating student activities within and outside the university (student exhibitions, etc.)
- Facilitating educational travel for students both regional and abroad.
- Contributions to enhance equal opportunity and cultural diversity on campus
- Arranging internships in Arts organizations, museums, publishers, graphic designers, etc.
- Disseminating information about professional opportunities for students, such as competitions and juried exhibitions
- Arranging guest speakers and visiting artists and art authorities in the field
- Involvement with student organizations, residences, etc.

Service as a representative of CCSU (limited to activities that use the candidate's professional expertise):

- Outreach and service to schools and other educational organizations
- Alumni support by creating opportunities for them to interact with current students (artist's talks, exhibitions, etc.)
- Participation in community arts and art education organizations
- Service to business and industry
- Service to citizen/client groups
- Service to state and local government agencies, such as school districts and the State Department of Education
- Service to public and private organizations, such as galleries, museums, galleries, art leagues, etc.

V. PROFESSIONAL ACTIVITY (4.11.9.4)

4.11.9.4 Professional activity, such as attendance and participation in conferences and workshops, membership and service in appropriate professional organizations and other professional activities

Professional activity in the Department of Art is wide and varied, Candidates must submit convincing evidence that describes scope and impact of these activities in their appropriate professional field.

Candidate who would like to be considered for Full Professor shall clearly document professional accomplishments both before and after their last promotion.

A. Operative Definitions: Professional Activity

Consistent: Steady, relevant, regular professional activity that furthers the candidate's professional growth.

Strong: Considerable and important professional activity that furthers the candidate's professional growth.

Substantial: Important, meaningful, and significant professional activity that furthers the candidate's professional growth.

B. Professional Activity

1. TENURE	2. ASSOCIATE	3. FULL
a) Candidates are expected to be professionally active and consistently engage in a variety of professional activities, such as membership in professional organizations or attending conferences in their field.	a) Candidates are expected to have a recent and strong record of professional activity and engage in a variety of professional activities, such as organizing a conference or adjudicating an exhibition.	a) Candidates are expected to substantially engage in a variety of professional activities that also include serving in a leadership role, such as chairing a conference session or serving on an executive board of a professional organization.

C. Professional Activity: Possible Categories for Inclusion in Dossier

The activities listed below are unranked and are indicative, not prescriptive or exhaustive. Candidates will not necessarily be expected to have accomplishments in every category and may have some in categories that are not listed below. These lists are in addition to required materials listed in the policy. Dossiers and curriculum vitae should be clearly organized with categories of activity clearly delineated. Candidates are encouraged to discuss dossier organization with Department Evaluation Committee members.

NOTE: Faculty members must submit materials in order of significance with the most important accomplishments first.

Professional Activity can include but is not limited to the following.

- Active participation in professional and learned societies
- Attending conferences or seminars
- Chairing conference sessions
- Membership in professional and learned societies
- Organizing conferences or serving on conference committees
- Organizing sessions within conferences
- Serving as a peer reviewer or juror for journals, granting agencies, exhibitions, etc.

- VI. APPENDICES
 - A. MENTORING
 - B. PRE-TEACHING EVALUATION LETTER
 - C. POST-TEACHING EVALUATION LETTER

Goals

1. To contribute to a positive atmosphere in which the intellectual activities can germinate into a successful career in academic medicine (as researcher, clinician, teacher, and/or scholar).
2. To provide an opportunity for junior faculty to secure interpersonal connections in informed and supportive career development.

Benefits of a Mentoring Relationship

1. New faculty members benefits through:
 - a senior faculty member who serves as a role model
 - an experienced listener who can respond to problems or concerns
 - an advisor who can offer useful guidance on professional goals and career direction
2. The mentor benefits through:
 - sharing expertise and wisdom on personal and professional experiences
 - the satisfaction of recognizing new faculty potential and observing growth and achievement
 - contact with new faculty and their issues
 - increased career satisfaction
 - the growth and goodwill mentors will experience by assisting in the development of fellow faculty
3. The Department of Art and CCSU benefits through:
 - early determination of the appropriateness of new faculty fit, knowledge, skills and chosen career path
 - increased faculty interaction and networking
 - the development of a greater awareness within the faculty of the positive growth opportunities
 - the cost-benefit realized through the successful retention of productive faculty
4. Desired Outcomes
 - New faculty will gain a clearer sense of the rigors and rewards of a career in academic area of the visual arts.
 - New faculty will acquire a better awareness of expectations for career advancement.
 - New faculty will develop rapport with at least one other faculty member.

- The transition period from new aesthetic inquiry to established visual arts research will decrease.
- An increase in effective early intervention will take place.
- Stakeholders should realize an increased cost-benefit analysis as a result of increased retention of faculty and reduction in cost of recruitment and orientation of new faculty.
- Stakeholders should be able to demonstrate an increase in the number of promotions from assistant to associate professor, and a decrease in the number of track changes.

Structure

The Office of Academic Affairs can assist the department in this effort by providing:

- Guidance on the development of a successful mentoring program
- Resources on successful mentoring
- Other assistance as identified

The mentoring process will include:

1. For New Faculty
 - a. Orientation to the merits, benefits, structure and expected outcomes of the mentor relationship.
 - b. Determination of the qualities the mentee would consider most desirable in a mentor.
 - c. Encouragement to commit to a formal mentoring relationship for at least one (1) year.
2. For Senior Faculty:
 - a. Senior faculty should be invited to serve as mentors based upon the recommendations of the Department Head and/or Dean.
 - b. Prospective mentors should be selected based on skills, expertise, interest and qualities they would prefer in a mentoring relationship.
 - c. Senior faculty should be encouraged to commit to a formal mentoring relationship for at least one (1) year.

Whatever the level of involvement, the critical ingredient in an effective mentoring relationship will be the willingness of senior faculty mentors to be available for new faculty, and the willingness of junior faculty to accept the support and guidance offered.

Match Criteria:

1. Background information shared by mentor/mentee
2. Interests, likes, preferences of mentor/new faculty (mentee)
3. Perceived mentor/mentee strengths
4. Flexibility in changing unsuccessful mentor/mentee matches
5. To ensure that the mentoring process is working, at least a minimal monitoring system must be established.

Functions Mentors May Perform:

Mentors perform a multitude of functions for their mentees. Such functions may include:

1. Stimulating the acquisition of knowledge by providing and/or reviewing appropriate venues for the presentation of aesthetic research and/or studio-based research.
2. Providing information about educational programs
3. Providing emotional support and encouragement, or helping the mentee develop coping strategies during periods of turmoil
4. Socializing the mentee regarding the role requirements, expectations, organizational imperatives and demands of the visual arts programs
5. Creating an understanding of the academic bureaucracy, its strengths and weaknesses
6. Inculcating, by example, a positive value system for a productive professional work ethic
7. Providing, by example, informal instructions about demeanor, etiquette, collegiality, and day-to-day interpersonal relations
8. Assisting the mentee in building self-confidence, heightening self-esteem, and strengthening motivation to perform at their greatest potential
9. Providing training or assist in obtain appropriate staff-development

APPENDIX - B PEER EVALUATION PRE-TEACHING EVALUATION LETTER

May 5, 2009

[Recipient Name]
[Title]
Department of Art
Central Connecticut State University

Dear [Recipient Name]:

Excellent teaching is central to CCSU's mission as a university, and the development and evaluation of teaching is an important aspect of the achieving of excellence. The CSU-AAUP Collective Bargaining Agreement acknowledges and institutionalizes this importance by noting that "Peer review through observation of load credit activity should normally be a part of evaluations [for renewal, tenure, and promotion], especially in pre-tenure evaluation" (4.11.7) In compliance with these recommendations, we request that this year you undergo peer evaluation of your teaching. The colleague with whom you will be working will be "[Observer Name]" .

What are the criteria by which you will be evaluated? In the Department of Art, excellence in teaching is judged by the degree to which our instructors meet the following standards.

1. Content Knowledge

- a. Understands the central concepts and structures of the visual arts discipline
- b. Understands the nature and significance of the visual arts and connections to the world at large

2. Planning Instruction

- a. Plans learning experiences that promote conceptual learning and makes the content meaningful to students
- b. Selects instructional supplies, materials and resources to engage students in considering multiple perspectives, and to promote students' personal artistic growth and their understanding of subject matter
- c. Demonstrates capacity to learn new ideas and skills to plan, modify or enhance present courses and/or develop new ones, such as special topics courses. Examples of such activity include, but is not limited to, using technology in classroom related activity, such as Luna, Blackboard Vista, and/or PowerPoint.

3. Teaching Methods and Strategies

- a. Challenges students through engagement in varied problem solving, and critical/creative thinking activities that make course content meaningful
- b. Sequences art content to build upon prior learning
- c. Employs a range of instructional strategies, keeping students motivated, productive, engaged, and focused
- d. Recognizes students' individual differences that distinguish their students from one another and takes into account students' interests and differences in their practice
- e. Creates a learning environment which helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view
- f. Maintains a safe and efficient classroom/studio environment

4. Outcomes and Assessment of Student Learning

- a. Collects and uses varied sources of information to assess students' individual and collective learning
- b. Communicates assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation
- c. Monitors student understanding of concepts at appropriate points throughout the semester
- d. Reflects upon and analyzes instruction and student outcomes to make instructional adjustments and modify teaching and course content accordingly

After you have confirmed that you have received this letter, you and "[Observer Name]" will meet approximately one week prior to the class in which the peer evaluation is to take place. The purpose of the meeting is to:

- Review course syllabus for course objectives, teaching, and evaluation methods.
- Discuss the types of learners in the class (majors, non-majors, other considerations).
- Discuss methods of instruction selected for the class to be observed in relation to the types of learners and class.
- Discuss the selection and implementation of student evaluation methods, the ways in which the methods are to be implemented, and how feedback is to be provided to students.
- Discuss the source of information for the topic presented and its relationship to current state of knowledge and research.
- Other areas, as requested by the faculty member being evaluated. Specify on the form any additional areas evaluated.

In preparation for your In-Class Peer Teaching Evaluation we also enclose a Pre-Observation Form that we request that you fill out and give to "[Observer Name]" at least 48 hours before the class begins. Please also supply your observer with any relevant materials for the visit, including syllabus, assignment sheets, week-by-week agendas, handouts, and readings.

Upon completion of the class observation session, "[Observer Name]" will fill out an In-Class Teaching Evaluation Observation Form, a copy of which will be given to you. Then the observer will arrange to meet with you to discuss the observation and the completed form, answer questions, and offer suggestions. After this meeting, the observer will, fill in the sections of the observation form for post-observation comments, reflecting your responses and any information that might not have been known, or might not have been clear during the observation.

Copies of the finalized observation form will be given to you and the DEC for inclusion in the relevant portfolio(s) [tenure, promotion, annual review, sexennial review]. A copy of the pre-observation form and copies of any materials referenced on the observation form (assignments, handouts, etc.) will also be attached to the copy of the form given to the DEC. You may, if desired, attach a written response to the finalized observation form within 5 days.

Thank you for your cooperation in this process which is designed to promote fairness and consistency in the promotion and tenure process.

Sincerely yours,
[Chair of DEC]

APPENDIX - C

PEER EVALUATION POST-TEACHING EVALUATION LETTER

May 5, 2009

[Recipient Name]
[Title]
Department of Art
Central Connecticut State University

Dear [Recipient Name]:

In the Department of Art, excellence in teaching is judged by the degree to which our instructors meet the following standards.

1. Content Knowledge

- c. Understands the central concepts and structures of the visual arts discipline
- d. Understands the nature and significance of the visual arts and connections to the world at large

2. Planning Instruction

- d. Plans learning experiences that promote conceptual learning and makes the content meaningful to students
- e. Selects instructional supplies, materials and resources to engage students in considering multiple perspectives, and to promote students' personal artistic growth and their understanding of subject matter
- f. Demonstrates capacity to learn new ideas and skills to plan, modify or enhance present courses and/or develop new ones, such as special topics courses. Examples of such activity include, but is not limited to, using technology in classroom related activity, such as Luna, Blackboard Vista, and/or PowerPoint.

3. Teaching Methods and Strategies

- g. Challenges students through engagement in varied problem solving, and critical/creative thinking activities that make course content meaningful
- h. Sequences art content to build upon prior learning
- i. Employs a range of instructional strategies, keeping students motivated, productive, engaged, and focused
- j. Recognizes students' individual differences that distinguish their students from one another and takes into account students' interests and differences in their practice
- k. Creates a learning environment which helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view
- l. Maintains a safe and efficient classroom/studio environment

4. Outcomes and Assessment of Student Learning

- e. Collects and uses varied sources of information to assess students' individual and collective learning
- f. Communicates assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation
- g. Monitors student understanding of concepts at appropriate points throughout the semester

- h. Reflects upon and analyzes instruction and student outcomes to make instructional adjustments and modify teaching and course content accordingly

On "[Date of Observation]" , you were observed by "[Observer's Name]" . The class observed was "[Name of Class]" taught "[Time and Days Taught]" . Here is a summary of our conclusions based on pre/observation/post materials submitted, observations, and conferences.

Standard 1: Content Knowledge

[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

Standard 2: Planning Instruction

[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

Standard 3: Teaching Methods and Strategies

[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

Standard 4: Outcomes and Assessment of Student Learning

[Summary] "[Exceeds, Meets, Does not Meet Expectations]"

"[Summary of Overall Strengths]"

"[Summary of Recommendations]"

A copy of the finalized observation form along with a copy of the pre-observation form and any materials referenced on the observation form (assignments, handouts, etc.) will be attached and given to the DEC to be included in your portfolio. Please be advised that you may, if desired, attach a written response to the finalized observation form.

The process described above is designed to reflect and respect the priorities and concerns of both you and the department. Please refer to the official Department of Art Guidelines for Promotion and Tenure, the Faculty Senate's Guidelines for Promotion and Tenure, and the CSU-AAUP contract for specific details and requirements.

"[Other closing comments if needed]"

Sincerely,

[Your Name]
[Title]