

RTP Standards 2016-2017

CALIFORNIA STATE UNIVERSITY, CHICO DEPARTMENT OF ART AND ART HISTORY

Retention, Tenure and Promotion (RTP) Standards 2016-2017

The Department of Art and Art History will evaluate faculty performance based on the standards outlined in this document. These standards serve as a guide to candidates and evaluators regarding the inclusion of appropriate evidentiary materials in the Working Personnel Action File (WPAF). In accordance with the FPPP, all evaluations and assessments of faculty performance in the RTP process will be entirely and exclusively based on documented evidence contained in the candidate's WPAF. The most current FPPP is available on the University's website - Faculty Affairs home page: <http://www.csuchico.edu/faaf/>. For further information regarding the appropriate format of the WPAF, Dossier, and Support Material please consult the Department's Guidelines for Personnel Review Process, and the College of Humanities and Fine Art's Dossier Guidelines.

Art & Art History Mission Statement:

The Department of Art and Art History at California State University, Chico is dedicated to developing students' expressive, analytical and critical skills, their creativity, knowledge of aesthetics, and awareness of our Western and non-Western art heritage. The Department endorses both the letter and the spirit of the University mission as stated in the Strategic Plan for the Future: www.csuchico.edu/prs. One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. Teaching, scholarship, and service are critical components of every faculty member's job, as our mission statement makes clear: www.csuchico.edu/art/mission.shtml.

There are four primary areas of evaluation considered in the review process: Instruction, Professional Growth and Achievement, Contributions to the University and Community, and Contribution to Strategic Plans and Goals of the Department/Unit, College, and University.

While effective teaching is the primary, essential and minimum criterion for success at this University, the Department of Art and Art History recognizes that there are various ways for faculty to contribute to the University and to achieve professional success. Different types of accomplishments are valued and each candidate is not expected to excel in all areas in order to be retained, tenured, or promoted. To some extent, exceptional performance in one area of review may compensate for lesser contributions in other areas of review, as indicated in the FPPP.

Full and part time temporary faculty should focus on Instruction. Documentation of Professional Growth and Achievement, Contributions to the University and Community, and Contribution to Strategic Plans and Goals of the Department/Unit, College, and University are not required of temporary faculty. However, they are welcome to submit this documentation.

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Standards for Evaluating Instruction:

Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion for teaching faculty. Instruction may be defined as classroom and related instructional activities, which are innovative, high quality, student-centered learning experiences and activities. The candidate must present meaningful evidence, beyond the SETs, that he/ she is performing the task for which he / she was hired, and to which he / she is assigned. It is in the candidate's best interests to carefully provide data in a manner that allows evaluators to accurately assess teaching performance.

Evidence of teaching effectiveness:

Copies of course syllabi, examinations, readings and other classroom handouts.

Peer evaluations – classroom visitation and observation reports by members of the department faculty, as indicated in the FPPP.

Student Evaluation of Teaching (SETs). This data shall be used but will not weigh excessively in overall evaluation of instructional effectiveness.

Signed letters, observations, or evaluations from students, colleagues and other verifiable factual or documentary materials to the extent that they are available and relevant to the assessment of the faculty member's teaching.

Student outcomes assessment: samples of tests and student responses, paper assignments and samples of student papers, studio assignments and samples of student artwork (slides or digital images), individual and class (group) critiques, and portfolio reviews.

Standards for Evaluating Professional Growth and Achievement: (Optional for temporary faculty)

A primary purpose of professional activity among faculty is to enhance the quality of teaching by ensuring that its content is substantial and current. Professional growth and achievement are essential considerations for retention, tenure and promotion. The candidate should keep in mind that the quality of these activities is more important than the quantity of activities; therefore the candidate should provide this information in a manner that allows evaluators to make accurate judgments.

Typical activities considered relevant to the department faculty include:

Creative activity resulting in exhibitions of work in significant galleries or museums, and selections into important collections.

Publications in peer reviewed journals, books, texts, and non-print media.

Receipt of awards, fellowships, prizes, grants, commissions, honors, or contracts that are relevant to the candidate's professional area(s) of expertise.

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Service on committees or boards of professional societies and organizations.

Presentation of papers at, and participation in, seminars, conferences, professional meetings or other activity that lead to growth in the candidate's area(s) of expertise.

Critical reviews for professional journals or magazines;

Consultation and expert testimony of a professional nature that are relevant to the candidate's area of expertise;

Reviews of exhibitions at the local, state and regional, and national and international levels; and

Other items of specific professional activity (e.g., public lectures, the tenure of significant and special appointments such as visiting professorship and lectureship).

Standards for Evaluating Other Contributions to the University and Community: (Optional for temporary faculty)

Service to the Department, College, University, Community and Profession, The candidate should keep in mind that the reviewers will assess the quality as well as the quantity of activities, therefore, candidates should provide evaluators with the information necessary to make accurate judgments.

Typical activities include:

Participation in committee work and other activities (fundraising, outreach, etc.) necessary for the normal functioning of the Department is required.

College and University level committee work.

National, state, and local organizations' committee work, leadership or other significant participation.

Professional contracts with candidate's colleagues within and without the University.

Curriculum and program innovation / development: These include such activities as significant contributions to the Department curricular reviews and directions, and institution and development of new program options.

Student advising support: BFA, MA, and MFA student committee assignments; Art student organizations, clubs and activities; Other advising of students relating to course and career objectives; Internships and other experiential programs.

Service to the Community: Campus and community exhibition of creative work, workshops, lectures and seminars, open to the general public and community on and off campus.

Other relevant assignment.

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Standards for Evaluating Contribution to Strategic Plans and Goals of the Department / Unit, College, and University: (Optional for temporary faculty)

While the areas of review listed above will address much of the candidate's performance relative to strategic plans and goals, the candidate should make sure any additional evidence regarding performance towards these goals is included.

These typically include the following:

Relevant involvement with K-12.

Enhancement of instruction through relevant application of technology and other evidence of enhanced instruction whether by method or device.

Relevant community service.

Productive collaborative work with colleagues of this and other educational institutions.

Participation in interdisciplinary programs and Study Abroad programs.