

Statement of Teaching

Art Department, Augustana College

According to the College Art Association (CAA) Standards for Retention and Tenure of Visual Arts Faculty, the visual arts faculty is on a full-time annual basis, other than visiting artists, critics, or artists-in-residence. They are to be regarded as having regular faculty status including eligibility for academic rank, promotion to all academic ranks, tenure, retirement, and other benefits, and participation in college and university governance. The work of visual arts faculty is not extra-academic. (Standards for Retention and Tenure of Visual Arts Faculty, CAA Board of Directors, April 24, 1993; Revised October 27, 2002; and October 24, 2004)

Faculty members in the Augustana Art Department are practicing artists and/or designers with the terminal degree for visual artists according to CAA standards. The teaching faculty aim to give students competency in relevant media of art and design, help them grow as artists/designers and better citizens. Similar to other disciplines at Augustana, the effectiveness of art faculty's teaching can be evaluated in terms of four domains:

1) Instructional Delivery (the ability to communicate information, to provide artistic and intellectual challenges, to encourage and promote learning in the classroom and to inspire students' personal creativity). Delivery can be understood and evaluated in terms of, but not limited to, behaviors and practices such as the following:

The instructor has good rapport with students, is aware of and sensitive to the needs of students at varying levels, seeks and incorporates student responses in providing appropriate and effective in-class feedback. The instructor is articulate and understandable, maintains an appropriate rate of delivery and uses suitable nonverbal communication with students. The instructor is confident and enthusiastic. The instructor provides regular, purposeful and individualized feedback on student work.Ⓜ

2) Instructional Design (the overall organization of the course). Design can be understood and evaluated in terms of, but not limited to, behaviors and practices such as the following:

The instructor maintains a current and relevant syllabus, with objectives that are both appropriate and clearly stated. The instructor uses the central course text(s) and supplemental materials effectively and provides course content that is clear and well organized. The instructor organizes a class meeting for maximal instructional impact, by establishing clarity on the day's agenda, by connecting to previous learning, by making effective transitions with clear summaries of the day's main ideas and by anticipating future materials. The instructor encourages innovation, mastery of technique and reflection through self-evaluation, and subject matters include diverse and global perspectives. The instructor makes relevant and effective use of visual aids, such as slides, digital media, and original works in classes, and gives demonstrations. In studio settings, the instructor prepares setups or activities

conducive to learning and gives appropriate direction and assistance to the learners. The instructor promotes use of exhibitions, competitions, events, and lectures for students' learning and growth on campus and in the community.

3) Content Expertise (the faculty member's level of competence in the media or course's subject area). Such competence can be understood and evaluated in terms of, but not limited to, behaviors and practices such as the following:

The instructor exhibits in the classroom or studio a range, depth and sophistication of understanding of the subject and media taught, by (1) referencing alternative perspectives, by (2) relating ideas to prior knowledge, by (3) providing a sufficient variety of relevant examples and by (4) requiring students to think on more sophisticated levels. The instructor maintains competence by engaging in artistic/design discourse, producing creative work and participating in professional exhibitions, competitions, residencies, consulting, commissions, performances, publishing, or commercial design work, and/or by jurying, curating, reviewing or being reviewed for such exhibitions and other activities mentioned here.

4) Course Administration (the faculty member's course management skills). Effectiveness in this regard can be understood and evaluated in terms of, but not limited to, behaviors and practices such as the following:

The instructor maintains studio equipments, orders supplies, tools and equipment, keeps class and office hours as scheduled, is timely both in the grading and return of student work, and in the submission of academic progress and final grade reports.

5) Mentoring and Advising

Academic advising is expected for tenure. In this capacity, faculty members are able to interface one-on-one with students and provide individual attention to our majors and minors. Faculty will be expected to develop advising materials for majors and minors and to show evidence of the overall quality of their advising.

Art Department faculty will work with first year students to help them plan their four year program of study and will advise them to consider course choices outside their major designed to help them develop as artists/designers. Faculty will also encourage majors to pursue co-curricular activities that not only strengthen their major interest but also make them a well-rounded member of the community (and to record these activities in a co-curricular transcript throughout their college career). Faculty might find ways to work collaboratively with students beyond the classroom on projects that provide experiences that develop creativity and artistic awareness, skill and vision. Working with upper class students, faculty will advise them on preparing portfolios for internship opportunities, graduate school, and the job market.

*Use of the IDEA forms in Faculty Performance

Reviews (Policy adopted by the Faculty Meeting of 24 April 2003)

In a manner typical to higher education, Augustana College asks students to provide an

evaluation of instructors and courses. The local version of such an evaluation instrument is the IDEA form that is considered when faculty members are evaluated during pre-tenure, tenure, post-tenure and performance reviews. Appraisals of faculty teaching performance are, of course, not based solely on what can be learned from the IDEA form. Indeed, multiple evidences of quality classroom work are used during these reviews.

2. Tenured (and non-tenure track) faculty should administer the IDEA form to as many appropriate class sections as they choose. Data necessary to substantiate claims the faculty member wishes to make to FWC at the post-tenure review should be submitted.

Input from student evaluations is particularly important for the first domain (instructional delivery); yet classroom observation by peers and the department chair (in consultation with tenured members of the department) is also crucial.