

Art Department Expectations for Review, Tenure and Promotion¹ (Revised Spring 2024)

Overview

The Art Department houses four distinct programs: Art Education, Art History, Studio Art, and Graphic Design. While each program has unique expectations and demands, the program commonalities have substantial overlap in both subject matter (visual literacy for example) and in many of the expectations for review, tenure, and promotion as related to scholarship, teaching and advising, commitment to diversity, equity and inclusion, and service. This document will first articulate a common set of qualities essential to successful faculty in our department and conclude with a delineation of unique expectations for each program for which we hire specialists: Studio Art, Art History, and Graphic Design.

The art department seeks to foster an environment that enables and encourages our faculty members to effectively balance scholarship, teaching, and service. Professional development and contributions as well as service to the college and greater community can be measured as essential links between being active in the field, responsive to one's community, and reflective toward classroom instruction. This link lies in nurturing curiosity and inquiry and for that to be manifest in the classroom is to stay an active contributor in our various fields as well as the life of the college and community in which we are situated. And that activity can be defined and measured in a number of ways.

A candidate for tenure or promotion to full professor must also support the college's goals of maintaining an environment that fosters social justice and value for human difference and provide evidence of continued effort to promote those goals in the classroom. If a candidate elects to also demonstrate such efforts in professional expression and/or service, the Art Department supports those endeavors.

Scholarship and Professional Development

The Art Department asserts that engagement in one's discipline and ongoing learning and professional activity are essential qualities for instructors and the vitality of our programs. The department seeks to be inclusive in our characterization and appreciation for a diverse array of professional activities and supports endeavors that are direct and purposeful extensions of artistic practices, research interests, pedagogical foci, and areas of expertise. Specific requirements unique to the department programs are articulated below. While professional articulation may vary greatly from program to program and among different faculty members, we advance a shared emphasis on both sustained and purposeful professional activity that is shared with one's peers and is regularly subject to critique or review. We expect an active

¹ In crafting this document, the Art Department used the T&P Guidelines from several departments, including Geography, History, Political Science, Sociology and Anthropology, and World Languages, Literatures and Cultures, as models for approach and language.

scholarly agenda and/or creative output for both tenure and promotion to full professor. Standardized FRC requirements include the expectation that all faculty provide evidence of artistic and professional work. While we do not wish to set delimitations on the forms this might take, examples include but are not limited to:

- Work presented in various publics
- Regular attendance at local, national, and international academic conferences
- Continued attention to one's area of specialization.
- Participation in workshops, seminars, and other venues for faculty development

Teaching and Advising

As instructors in the art department, we work to educate students so that they may lead and serve others in a diverse world. Our courses help Augustana students to grow both skillset and cultural responsiveness.

We expect our faculty members to incorporate equitable and inclusive practices in their teaching, with attention to both approach (for example, accommodations and course policies) and curricula (for example, the identities of artists discussed). Faculty at all points in their career are expected to understand best practices relating to diversity, equity, inclusion, and accessibility (DEIA) by participating in programming offered on our campus and beyond and taking steps to revise their courses as needed. The goal of this work is to minimize barriers to student success. The enactment of best practices empowers students to participate in academic life as their full selves and to reach their highest potential.

Commitment to teaching is required of Art Department faculty at all stages of their careers. Through rigorous yet engaging classroom experiences and outside activities, Art Department courses at Augustana emphasize disciplinary knowledge as well as the skills and abilities which will benefit students in all fields of study. The categories of teaching to be evaluated include:

- **Content and knowledge of material.** The candidate's background and education should be sufficient to teach the course content and we expect that faculty will stay up to date on developments in their fields of expertise. We recognize, however, that in the context of a small liberal arts college, Art Department faculty often must be generalists and teach courses outside their areas of research and/or graduate training, which takes considerable time and effort to master. We value the integration of new courses into the curriculum that meet program objectives, as well as the overhaul/updating of established courses to align with developments in the field.
- **Instructional delivery** refers to the manner in which the course content is presented. This includes, amongst other things: articulate communication; effective interaction with students in and out of the classroom; organized and well-planned use of class time; inclusive, student-centered educational experiences for all students; and active and experiential learning opportunities when possible.

- **Instructional design** includes choices faculty make in terms of course content, classroom activities, assignments, and other forms of assessment. All courses should be designed around learning objectives clearly outlined on the syllabus and aligned with each program's overall learning outcomes. All faculty members must be committed to improving and innovating their teaching on a regular basis.
- **Course administration** includes the overall organization and management of the course, including appropriate assignments, offering help to struggling students, timely feedback, and equitable grading. Faculty should also be making efforts to incorporate Universal Design for Learning into their course design and administration to meet the learning styles and needs of all students.

The Art Department maintains a strong commitment to the General Education program and expects its faculty to regularly contribute to this program through the teaching and development of courses designed to fulfill the requirements for Learning Perspectives. Art faculty must also teach a J-term course on a regular rotation.

Advising Art Department majors and minors is fundamental to teaching our discipline. We expect all tenured and tenure-track faculty members in the department to actively participate in advising following the first year of employment. It is important to note that the role of advisor extends beyond academic advising (which course to take.) Art Department faculty members offer their knowledge of careers in the field and beyond, graduate programs, internships, college and greater community engagement, and other opportunities for academic and professional development. They also encourage students to utilize CORE and other campus resources. Faculty should find ways to assess the effectiveness of their advising. Such methods could include advising surveys of current advisees and recent alums as well as data from the Senior Survey administered by the College to all students.

The **evaluation of teaching** for pre-tenure and tenured candidates for promotion will come largely from the candidate's personal statement and department chairperson's report supported with data from IDEA reports, review of syllabi, course material, and examples of student work, and classroom observations by tenured faculty members. Candidates should refer to the FRC (Faculty Review Committee) guidelines for specific details about the Augustana College review process and requirements.

Service

Art Department faculty members need to be engaged in service to the department as well as the life of the College to meet tenure requirements and promotion to full professor. Service to the community is not required but valued since it can provide an opportunity for faculty to lend their expertise to non-academic organizations, model values of leadership, service, and civic participation, and build relationships between the College and community constituents. Service to the department could consist of a variety of tasks, including but not limited to assessment activities, program reviews, curriculum development, search committees, recruitment events, and meeting with prospective students.

The department expects its faculty members to contribute to the governance of the college through their participation on division and college-wide standing committees, task forces, and ad hoc committees. Like professional articulations, service work will vary across time for each person. The candidate thus has significant freedom to choose a service focus. We generally encourage tenure-track faculty to be involved in no more than one high commitment committee or activity per year (e.g. Educational Policies Committee, General Education Committee, search committee for a cabinet-level position), or serve on several low-commitment committees (e.g. Faculty Research Committee, Humanities Fund Committee, advising a student group). Associate professors have more opportunities for service based on their experience, and we expect that they will take on a substantial leadership role in the department (e.g. department chair) and/or at the college level.

The department encourages its faculty to choose service activities that best suit the member's talents, skills, and passions. Candidates should consult with the department chair and division dean about their particular service profile. The basic evaluation of service will come from the faculty member's statement and the department chairperson's report.

ART: Program Specific Requirements

Professional expression for a visual artist should be demonstrated through continuous artistic pursuit and annual participation in juried competitions, one/two person exhibitions, or group shows in professional art venues of the region and beyond. To a visual artist, being selected by professional jurors, i.e. museum directors, curators, reputable art critics or artists, for inclusion in group exhibitions held in art museums and galleries is in itself proof of professionalism, and one/two person exhibitions in the same settings are landmarks of accomplishments.

ARHI: Expectations for Scholarship and Professional Development

Art history faculty should be engaged in scholarly pursuits that are publicly expressed and show promise for future productivity. A candidate for tenure should have at least one accepted peer-reviewed publication, which could include a book, edited book, journal article, or chapter/essay in an edited volume or exhibition catalog. The publication could be an example of the scholarship of discovery in the discipline of art history or the scholarship of teaching and learning (SoTL). Other forms of scholarly activity and professional development that are valued and considered for tenure and promotion include: peer-reviewed or invited presentations at professional conferences, symposia, galleries, museums, colleges and universities; organizing/participating on conference panels; curating exhibitions; book reviews; catalog entries; digital humanities or public art history projects; editing publications or special journal issues; receipt of competitive external grants; service as an external reviewer for scholarly manuscripts and exhibitions; the creation of and participation in community-engaged or community-facing scholarship. Because the department values a wide range of scholarly activity there is no quantitative formula for assessing an individual's record. A single journal article would not likely be sufficient to demonstrate on-going scholarship, while a record devoid of peer review publication would likely not meet department standards.

Continued scholarly activity and professional development are an expectation for promotion to full professor, but we recognize that such activity may take different forms at different stages of a career. Tenured faculty may elect to embark on new research agendas, experiment with modes of scholarly expression, dedicate more time to consulting and editing work, and the like. Candidates for promotion will need to demonstrate continued engagement with and influence within their field(s) as well as the recognition of academic peers beyond campus.

GRD: Program Specific Requirements

Professional expression for designers can be demonstrated through any of the means available for studios artists outlined above, but also may include additional activities such as design competitions at the local, regional, national or international levels, paid or unpaid freelance design work for communities, companies, non-profits, charities, grass roots organizations, political parties, or any other cause, consulting work, art direction or the management of a graphic design studio.