

COLLEGE OF FINE ARTS ASPT STANDARDS

The mission of the College of Fine Arts is to educate developing artists, scholars, teachers and therapists. We believe in advancement of the arts within a diverse intellectual and social environment through collaboration in learning and artistic practice. Underlying all our work is the commitment to the arts as a vital and fundamental cultural force necessary to the functioning of a democratic society and to the education of its citizens.

INTRODUCTION

It is the responsibility of a profession to set standards and to evaluate its members using those standards. The standards presented here were developed within the context of the College of Fine Arts mission statement. Faculty members in the College of Fine Arts recognize their responsibility to participate in the peer review and evaluation process through the system approved by the Board of Trustees. As established by that system, Fine Arts faculty shall receive a performance evaluation annually. Extending from the annual evaluations, and in an effort to mentor faculty, the School Faculty Status Committee (SFSC) is responsible for insuring that faculty understand their individual responsibilities and that they are informed in writing regarding their individual progress toward promotion and tenure. The College Faculty Status Committee (CFSC) is responsible for reviewing the SFSCs recommendations in light of standards established in this document.

The SFSCs will meet with their faculty to consult about any changes in standards and to discuss performance evaluation procedures. The CFSC will consider any concerns and suggestions raised by the faculty through the SFSCs and will disseminate recommended changes in the standards to the College of Fine Arts faculty. The College standards shall be approved by a majority vote of the SFSCs within the College. Each School shall have one vote, to be determined by majority vote of School faculty as defined in the University ASPT Policies. The CFSC will then forward the revised standards to the University Review Committee (URC) according to the URC's schedule.

COLLEGE FACULTY STATUS COMMITTEE (CFSC) MEMBERSHIP

The College of Fine Arts Faculty Status Committee shall be comprised of six tenured faculty members and the Dean of the College. Each of the three Schools of the College shall have two faculty representatives, who shall be elected at large by the faculty of the College for staggered two-year terms. Committee members may not serve concurrently on the College Council, School Faculty Status Committee, Faculty Review Committee, or University Review Committee. A faculty member may serve two consecutive terms on the CFSC, and after a two-year interval, may be re-elected. The Dean of the College is an *ex officio* voting member and Chairperson of the Committee. College of Fine Arts CFSC members may participate in all discussions and vote in all ASPT deliberations, excluding disciplinary proceedings involving faculty from their own unit (School) where their tenure is held. All matters pertaining to disciplinary actions will follow policies outlined in the University ASPT. Should adhering to disciplinary procedures result in a committee of fewer than five members, replacement(s) will be made by the Dean of the College, in consultation with the appropriate School Directors, by means of the mechanism specified in Article XII.B.3.a. of the University ASPT Policies.

Should the dean recuse from the CFSC in disciplinary cases, a tenured associate dean previously designated by the Dean to substitute will chair the CFSC deliberations. Substitutes and the order in which they succeed one another will be designated annually by July 1. The associate dean will have full voting rights as acting dean.

EVALUATION

While teaching is the first priority of the University, faculty members are expected to be academically and/or creatively productive and to participate in service to the profession and to the University. Faculty are expected to address concerns expressed in previous SFSC evaluations. The criteria for evaluation that follow presume that faculty being reviewed are in compliance with Illinois State University policy on ethical conduct. Please consult the University's Faculty Appointment, Salary, Promotion, and Tenure Policies document and the University Policies, Procedures, and Guidelines for further guidance.

A. Teaching

Teaching is defined as faculty and student interaction or faculty support activities in which the focus is on student gains in skills, knowledge, understanding, and personal growth. This definition clearly encompasses traditional classroom instruction, but it also includes a broad array of less traditional activities. The following items include, but are not limited to, examples which may be used to identify meritorious teaching:

- A record of solidly favorable student reactions to teaching performance;
- Favorable teaching ratings by peers through review of instructional materials;
- Favorable teaching ratings by peers through classroom observation;
- Favorable teaching reactions by alumni;
- Evidence that the faculty member's students experience cognitive or affective gain as a result of their instruction;
- Syllabi from various courses that feature clarity of instructional objectives, clear organization of material, and equitable and understandable criteria for the evaluation of student work;
- Breadth of teaching ability as this is illustrated by effective teaching in different classroom settings, effective teaching of different types of students, preparation of new courses, or significant modification of established courses;
- Evidence of meritorious supervision of students in scheduled classes, independent studies, internships, clinical experiences, laboratories and fieldwork;
- Advising and mentoring of students in their preparation of research projects, theses and dissertations, portfolios, performances, and exhibitions;
- Significant involvement in sponsoring student organizations and co-curricular activities;
- Development or review of teaching materials;
- Development of new teaching techniques;
- Service as a master teacher to others;

- Recognition of meritorious teaching by winning teaching awards;
- Writing successful competitive grant proposals related to teaching;
- Evidence of additional training and education.

B. Scholarly and Creative Productivity

Scholarly and creative productivity includes activities at local, regional, national, and international levels. The evaluation of scholarly and creative productivity requires consideration of a variety of factors and must consider the quality and significance of each contribution. Factors used to evaluate meritorious scholarly and creative productivity include, but are not limited to:

- Authorship or co-authorship of peer-reviewed published materials such as journal articles, abstracts, monographs, books, book chapters, cases, artistic works, software, or other professional and technical documents;
- Authorship or co-authorship of published materials such as editorially reviewed books, articles, abstracts, translations, software, cases, artistic works or other professional and technical documents;
- Production and presentation of films, videos, recordings, and digital works related to the scholarly or creative discipline;
- Refereeing or editing journal articles, grant proposals, and book manuscripts;
- Presentations and papers delivered at local, regional, national and international meetings;
- Performances, exhibitions, and other creative activities locally, regionally, nationally and internationally;
- Managing or serving as a consultant for exhibitions, performances, or research projects;
- Obtaining competitive external or internal grants related to scholarly and creative productivity;
- Writing and submitting proposals for competitive grants, internal or external, related to scholarly and creative productivity;
- Writing and submitting required grant and contract reports;
- Receiving internal or external awards obtained for scholarly or creative productivity;
- Providing evidence that scholarly or creative works have been submitted for review;
- Documenting scholarly or creative works in progress.

C. Service

The College of Fine Arts, with the University, recognizes under the category of service two major sub-categories. The evaluation of service requires consideration of a variety of factors, including both University service and professional service. Factors used to evaluate service include, but are not limited to, the following:

- Holding office or completing a major assignment with a national or regional professional organization;
- Consultation and service to civic organizations, social agencies, government, business, or industry that is related to the faculty member's teaching, research, or administrative work at Illinois State University;
- Holding office or completing a major assignment in professional organizations;

- Responsibility for planning workshops, seminars, or conferences for department/school, college, or University groups;
- Chairing or leading department/school, college or university committees;
- Nomination for or receipt of an award that recognizes service to department/school, college, university, or to groups outside of the university;
- Serving as program chairperson (state, regional, national or international);
- Serving as consultant, advisor, board member to educational, civic, social, business or other groups;
- Serving on accreditation or evaluation teams;
- Chairing a professional conference session (state, regional, national or international);
- Writing and submitting competitive grant or contract proposals for activities related primarily to service;
- Obtaining a competitive grant or contract for activities related primarily to service;
- Service on a university, college or department/school committee;
- Administering areas or programs within the department/school, college, or university;
- Recruitment of faculty, staff and students;
- Adjudicating.

SALARY, PROMOTION, AND TENURE

Decisions regarding salary, promotion, and tenure are based on a faculty member's ability to maintain and document a high level of performance in the three areas of review. Schools will provide a defined standard to guide candidates in documenting teaching, scholarly/creative productivity, and service for review by the SFSC and the CFSC. Since it is commonplace for fine arts units to employ a broad umbrella of teaching techniques and approaches, the reviewers will take these varied techniques under consideration and assess both the quantity and quality of materials submitted. While student evaluations should not be the only criterion used, the SFSCs are required to consider a representative sample of student opinion forms over time and over the range of courses taught by each candidate for tenure, promotion, and post-tenure review. To this end, each School's SFSC shall archive all student evaluation forms for at least six years to allow this range of consideration, and the SFSC should be prepared to provide these to the CFSC upon request for consideration during the process of review.

Approved by Schools, December 2018

Approved College Faculty Status Committee, November 2018

Approved University Review Committee, November 29, 2018