

**California State University Long Beach**  
**College of the Arts**  
**DEPARTMENT OF ART**

**RTP DOCUMENT**

**1997/1998**

**I. PREAMBLE**

The mission of the Department of Art is to provide a comprehensive background to studio majors emphasizing cognitive, perceptual, and technical tools for the contemporary artist; to foster an energetic intellectual and strong pedagogical climate for art history and art education students. Studio, Art History, and Art Education are interdependent disciplines and programs comprised of teacher/ artists, teacher/scholars, dedicated equally to excellence in teaching and scholarly and creative activity. The Department of Art at California State University, Long Beach, is committed to providing an instructional program of high quality for all its students. A strong faculty, dedicated to excellence, who continue to grow professionally throughout their careers is necessary to fulfill that commitment. The purpose of this document is to encourage the faculty to develop a culture that values all aspects of faculty involvement in the University. The University's and Department's faculty personnel policies should facilitate the individual's continuing professional development, as well as absolute levels of achievement.

The University Retention, Tenure, and Promotion (RTP) policy is to designed to articulate the primary professional standards which all faculty are expected to meet, as well as the manner by which their work will be evaluated.

**II. RESPONSIBILITIES**

**A. The Candidate** has the primary responsibility for collecting and presenting the evidence of her/his accomplishments to those charged with the responsibility of reviewing and evaluating the faculty member. However, candidates should make every effort to seek advice and guidelines on the RTP process so that they understand how criteria and standards are applied. Regular discussions with the Department Chair and experienced colleagues are necessary if candidates are to understand the process and participate in it effectively. The candidate shall prepare the Professional Data Sheet (PDS) and supplemental material for evaluation according to the guidelines issued annually by the Division of Academic Affairs, and consistent with the Collective Bargaining Agreement.

**B. The Department** is responsible for advising and supporting candidates in their efforts to develop as teachers, scholars, artists, and designers, and members of the University community. The Department is responsible for maintaining the open file as specified in the Memorandum of Understanding, and for forwarding its contents to the Department Committee, and a copy of its contents to the candidate.

1. **The Department Chair** has a number of responsibilities, particularly with regard to probationary faculty, that require her/him to be the primary source of information regarding Department procedures and deadlines. But the Chair must also provide guidance to candidates over time as to whether their performance is consistent with Department expectations. The Chair must initiate collegial discussions with candidates about their overall career development and provide professional mentoring, as appropriate. Chairs have the responsibility for communicating Department, College, and University policies to candidates. Chairs also have the option of writing an independent evaluation of RTP candidates under the provisions of the current Memorandum of Understanding.
  
2. **The Department of Art RTP Committee**
  - a. The Department RTP Committee shall normally consist of three full-time, tenured faculty members of rank higher than the candidate, duly elected by the Department faculty. This committee has the primary responsibility for evaluating the work of the candidates in all areas and makes the initial recommendation to the University regarding tenure and promotion. Committee members, therefore, have the very serious responsibility of applying the criteria and standards of the Department to the performance of their colleagues in the RTP process. The Department Committee is also the primary means by which the professional standards and practices of individual academic disciplines are communicated to other levels of review outside of the Department.
  - b. Because the evaluation of teaching effectiveness by professional peers is so significant in the process, it is important that the Department develop and utilize systematic means for acquiring evidence of candidates' teaching accomplishments.
  - c. Although the candidate has the basic responsibility for providing the evidence of her/his performance to be evaluated, the Department Committee may request additional information from the candidate to assist in its evaluation. Department Committees may also seek the advice of colleagues at other universities if members do not feel qualified to evaluate the professional work of candidates or if candidates believe that such consultation would be desirable. Such an action must be taken in consultation with the candidate, consistent with the University Procedure for External Evaluators.
  - d. The candidate, The Department RTP Committee and the Department Chair shall meet to allow the candidate to share supporting evidence with the Committee. This interview will be scheduled at a time convenient to all parties.
  - e. The candidate has the option to invite members of the Department RTP Committee to visit the classroom (maximum of two visits) at a specific day and time convenient to the candidate.

### III. CRITERIA AND EVALUATION

**A. Criteria.** The criteria for evaluation for each of the three areas of professional review (Instructional and Instructionally-Related Activities, Scholarly and Creative Activities, and Professional Service) are divided into two distinct categories: Essential Criteria and Enhancing Criteria. Essential Criteria describe the nature and levels of performance required of all faculty in the University. Enhancing Criteria establish standards by which faculty, following diverse career paths, are evaluated beyond the essential criteria. Colleagues in the Department and on review committees play the central role in evaluating the quality of performance in each of these areas.

**1. Instruction and Instructionally Related Activities.** Instruction and Instructionally Related Activities include teaching in the classroom setting, advising, supervision of student research and fieldwork, the development of curriculum, and related activities involving students.

**a. Essential Criteria:** Teaching will be evaluated in terms of four dimensions: (1) Pedagogical Approach and Methods; (2) Student Response; (3) Ongoing Professional Development as a Teacher; and (4) Ongoing Professional Development in the Program.

**(1) Pedagogical Approach and Method:** Instructional methods should be appropriate to courses taught, and materials should be up-to-date and appropriate to topic. Reasons for choices of learning goals and instructional methods should be presented. Grading practices, standards and criteria should be articulated clearly. Results of grading practices should be reasonably consistent with University norms. Course materials should clearly convey to students the learning goals of the course to the major and/or to general education. Course requirements, including the semester schedule, assignments, and grading policies should be included. Course materials should also identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate school or employment or the intrinsic interest of the material, development of civic responsibilities and/or individual personal growth.

**(2) Student Response to Instruction:** Student rating of instruction should be equal or better than Departmental, College, and University averages. These ratings should reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individuals' needs.

**(3) Ongoing Professional Development as a Teacher:** Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by exemplary materials. This record may include regular and ongoing interactions with colleagues regarding pedagogy, such as discussions of

pedagogical issues, classroom visits and consultations on course development. The record may include involvement in programs of the CSULB Centers for Faculty Development; participation in teaching development seminars or conferences sponsored by the Department, College, University, or professional organizations; giving or receiving of formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness.

(4) Ongoing Professional Development in Program. All candidates are expected to keep abreast of program developments through participation in program conferences, reading of program-appropriate materials such as journals and books, interaction with practitioners in the field, electronic communications with colleagues and/or other activities.

- b. **Enhancing Criteria:** There are many ways that the faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive, of possibilities. Faculty may develop innovative approaches to teaching or exemplary ways of fostering student learning in the classroom. Faculty may also be involved outside the classroom in such areas as academic advising, field trips, student mentoring, collaborative research projects with students, thesis supervision, support of student organizations and/or recruitment and retention activities. New curriculum, instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs. Conducting assessment of one's instructional effectiveness in order to improve instruction (e.g., varied classroom evaluation techniques) can be a particularly appropriate method for continuous improvement of instructional effectiveness. Offering teaching colloquia to Department colleagues or pedagogical workshops at program leadership seminars regarding instructional issues may also be considered.

## 2. Scholarly and Creative Activities

- a. **Essential Criteria:** Faculty are required to remain engaged in an ongoing program of scholarship and/or creative activity that demonstrates intellectual and professional growth in the Program (discipline) over time. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the program (or interdisciplinary studies), which are disseminated to appropriate audiences, receiving recognition from professional peers prior or subsequent to dissemination.

## **b. Enhancing Criteria**

**Special considerations:** In the case of each program listed below, those activities that are *qualitatively* noteworthy should be given higher regard. In this judgment, the comments of other faculty in the same program, either within the Department of Art, or externally, should be taken into consideration. It is especially important for the College RTP Committee to be aware of these distinctions. Many of the activities listed below often follow invitation to the candidate; such invitation should be constructed as prior peer review, and implies recognition of the candidate's professional standing in the program. Furthermore, any or all of these activities may be instructionally-related, or involve interdisciplinary research. It is also appropriate to gauge a candidate's program of scholarship/activity by assessing such factors as the candidate's course load/number of students, along with the nature and breadth of a current creative project.

**ART EDUCATION:** Written works may include books, articles in professional journals, scholarly papers for presentation, software and electronically-published documents, video curricula; these works should be peer reviewed and models for art programming. Other Scholarly and Creative Activities may include: curating, judging exhibitions pertinent to Art education; editorial assignments with recognized related professional publications, including journals, newsletters, or electronic media; grants or fellowships received; appointments to selection panels for grants, awards and related conference presentations; review of manuscripts for scholarly or textbook publishers; leadership role in professional organizations, especially those involving outcomes such as conferences or publications; and consultations with public/private schools and community projects. Also, a candidate might show evidence of continued data collections relevant to issues of curriculum, art education theory and practice. Documentation of pedagogy/ research both in the Art Education Programs and outreach agencies (schools, special art education research) is relevant to a candidates updated stature.

**ART HISTORY:** Faculty may enhance their Scholarly and Creative Activities with substantial records of peer reviewed professional activities and products, including any of the following (this is a non-prioritized list): written works, usually peer reviewed (books, articles in professional journals, scholarly presentations, and software and electronically-published documents.); curating exhibitions/writing exhibition catalogs or entries, jurying exhibitions; book or exhibition reviews; editorial assignments with recognized professional publications, including journals, newsletters, or electronic media; grants or fellowships received; manuscripts for books or articles submitted or under revision; appointment to selection panels for grants, awards, and conference presentations; reviews of manuscripts for scholarly or textbook publishers; leadership roles in professional organizations, especially those involving outcomes such as conferences or publications. Consideration should be given to the ongoing evidence and incremental accomplishments of a research project without unfairly handicapping the length of time involved in completion of the project.

**STUDIO ART:** Artists may enhance their Scholarly and Creative Activities beyond their creation of artworks in many positive and integrated ways. The following is a non-prioritized list of criteria categories that welcome new, emerging activities as seen appropriate to the individual candidate: 1) Exhibition of artwork in museums, galleries, established art centers, and alternative spaces; 2) Public and/or private commissions of works of art; 3) Participation in professionally related activities, such as curating, writing or compiling information for artist's statements, catalogs, brochures, press releases, illustrations, editorials, articles for journals, books, newsletters, monographs, or electronic media; 4) Public presentation of research materials, through lecture, panel discussion, seminar, artist residency or key membership in arts and educational organizations; 5) Substantial achievement in obtaining grants or fundraising to benefit individual arts projects or educational arts related enhancement; 6) In-depth study or expansion of visual knowledge to deepen self-knowledge or assist teaching methodology including but not limited to creation of films, video, audio, computer-generated information or experimental interdisciplinary collaboration; 7) Continuing education, including new technologies training, language study as appropriate to Program, interpersonal seminars, and travel that will provide first-hand experiential knowledge to heighten artistic production or teaching effectiveness.

**Visual Communication, Illustration and Photography:** Faculty may enhance their Scholarly Creative Activities with substantial records of peer reviewed professionally related work and activities. These may include any published, unpublished and/or experimental work for print, radio, television, video, multimedia, film, exhibition, etc. Faculty may be represented by titles such as art director, creative director, designer, illustrator, photographer, etc., in such categories as books, brochures, editorials, institutional, self-promotion, unpublished, etc. Written works may include books, articles in professional journals, scholarly presentations, software and electronically published documents. The following non-prioritized list includes other scholarly and creative activities that may be considered: 1) Exhibitions, awards, grants, conferences and/or public presentations, competitive jury participation, leadership roles in professional organizations, especially those involving outcomes, such as conferences, award shows and publications; 2) The expansion of visual and/or technical knowledge through continuing education to maintain currency with new technologies, heighten aesthetic development and increase teaching effectiveness; 3) Faculty performance in advertising design, graphic design, illustration and photography as assessed by the nature and breadth of current creative, scholarly and/or research projects.

**3. Professional Service.** Professional service may be contributed to the University, the community, and the Program, but it must directly involve the academic expertise of the faculty member.

**a. Essential Criteria.** All faculty are expected to participate in the collegial process of faculty governance, as well as appropriate professional organizations and/or activities.

- b. Enhancing Criteria.** Faculty may enhance their service achievements with active involvement on committees at all levels of the University and the University system, with emphasis upon the departmental and college levels for assistant and associate professors. Whatever the level of service within the University, the quality of that service is the primary consideration. Authorship of documents, report and other materials pertinent to the University, College, or Department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.

In addition to campus governance activities, faculty members may participate in community service to professional arts organizations and in professionally related activities (e.g., local, state, national, and/or international levels) through such program-oriented activities as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays. Service to the community may also include consultantships to public schools, local government, and arts community service organizations; arts advocacy. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the candidate's Department or Program. Meaningful service must be clearly related to the academic expertise of the faculty member. The Department must make clear to the candidate what types of service, whether paid or unpaid, are consistent with the mission of the Department and its instructional program.

## **B. Evaluation**

### **1. General Principles**

- a.** The quality of faculty performance is the most important element to consider in evaluating individual achievement. Both essential and enhancing criteria are evaluated in the context of the mission of the Department and the College, and of the professional interests of the individual faculty member.
- b.** In order to present their achievements in the most coherent intellectual and professional context, candidates are urged to present a written narrative describing their work in each of the categories to be evaluated. The narrative is intended to serve as a guide to reviewers in understanding the faculty member's professional goals and values as they relate to the essential and enhancing criteria and the mission of the Department, College and University. All supporting materials should be referenced and clearly explained.
- c.** The University realizes that faculty develop skills and competencies over their careers. In each of the three review areas, candidates are urged to identify, with the materials submitted, examples which they believe represent their best efforts and to explain why these may be regarded as significant contributions.

Reviewers shall give particular consideration to the quality of these best examples.

- d. In evaluating the performance of faculty, the University recognizes that each faculty member has different strengths so that successful candidates for retention, tenure, or promotion need not have achievements which are necessarily alike. Candidates who fulfill the requirements for advancement may enhance their achievements in very different areas depending upon their professional interests. Reviewers should be aware of these variations and understand how they benefit the University as a whole.
- e. Computers and network technology provide alternative modes of professional activity and new media for dissemination. Such contributions must be evaluated even though the methods of evaluation are still evolving. The following guidelines are suggested: 1) Appropriate methods of evaluation must be identified on a case-by-case basis; 2) External evaluators, used in compliance with University policy, may prove to be particularly effective for these assessments; 3) Technology-related work may be considered to be either essential or enhancing, depending on its relation to the criteria in Section A; 4) The training effort involved in technology-related professional activity needs to be credited appropriately; and 5) categorization of such work as research or instructionally related activities may need to be done on an individualized basis.

The candidate bears the primary responsibility for explaining the significance of activities that employ new technology. When possible and appropriate, the candidate should identify potential methods of evaluation. Faculty involved in technology-related work should consult frequently with mentors and other colleagues concerning the significance and direction of the work. Such discussions should be specific, involving the issues of training time, media of dissemination, potential methods of evaluation, and the boundaries between research and instructionally-related activities.

## **2. Instruction and Instructionally-Related Activities**

- a. The focus in the evaluation of teaching should be upon the overall teaching performance of the candidate over time rather than her/his performance in a few classes or over a brief period.
- b. Instructional activities that involve supervision of students, such as thesis or field work, should be appropriately evaluated as part of the teaching assignment.

- c. If formal, scheduled student advising is part of the candidate's assigned workload, such as advising shall be considered as part of teaching, and the file should include appropriate documentation, including the extent, nature, and quality of such advising activity.

### **3. Scholarly and Creative Activities**

- a. In evaluation of Scholarly and Creative Activities, the Department and the College should make clear to candidates, from the outset, what constitutes appropriate accomplishment in this area. Definitions of appropriate scholarly and creative activity may vary somewhat among departments and colleges, but should reflect the mission of this University.
- b. Consistent with the emphasis on professional growth and development that underlies the evaluation process, the candidate's documentation of scholarly and creative activities and the evaluation review of that documentation should focus on the concept of progressive professional development. This consideration should be the central organizing element of the candidate's narrative.
- c. In addition to the candidate's narrative essay, the documentation of scholarly and creative activities should include all works produced during the period of evaluation.
- d. In the evaluation of publications, manuscripts, and other creative works, quality is the primary criterion.
- e. Joint authorship or participation in scholarly and creative activities is normally valuable and creditable, but is often difficult to evaluate. Candidates shall identify the specific extent of their participation in jointly authored activities.
- f. Consistent with the objective of obtaining the best and most thorough evaluation possible of the candidate's scholarly and creative achievements, external evaluations of the candidate's contributions to his or her academic field should certainly be considered.
  - (1) Unsolicited evaluations in the form of published reviews of the candidate's work (or unpublished unsolicited evaluations if they are included in the file) may be considered. It is also appropriate to consider the quality of the journal or other context within which the work is published or otherwise disseminated to the scholarly and creative community, as well as citations to the candidate's work in other publications.

(2) The solicitation of external evaluations of a candidate's contributions is encouraged particularly in circumstances such as small Departments and/or interdisciplinary programs where there may be few peers who are well enough qualified to evaluate the candidate's scholarly and creative achievements.

#### 4. Professional Service

- a. The emphases in the evaluation of professional service shall be on: 1) the quality and significance of the activity, as measured by the degree to which the activity contributes to the mission of the University; and 2) the extent and level of the candidate's involvement.
- b. Assessment of the service to both the University and the community shall be based on the information described in the narrative, as well as on supporting evidence which may include, but shall not be limited to, letters of invitation, memoranda acknowledging the quality of the contribution, printed programs, and other appropriate documentation.

### IV. RETENTION, TENURE, AND LEVELS OF APPOINTMENT AND PROMOTION

- A. **Retention** is awarded to probationary faculty upon the completion of a performance review. The successful candidate will have performed satisfactorily in each area to be evaluated, although consideration will be given to the limited opportunities new appointees have for professional service. Probationary faculty should show evidence of a strong commitment to teaching and instructionally-related activities and to a program of scholarly and creative activity.
- B. **Tenure** is awarded to probationary faculty who have met the essential criteria in instruction and instructionally-related activities, scholarly and creative activities, and professional service. In addition, they shall have demonstrated fulfillment of some of the "enhancing criteria," as described in **Section III.A**. Tenure represents the University's long-term commitment to a faculty member and is only granted when there is strong evidence that the individual has the potential to continue to make increasingly distinguished contributions to the University and its instructional program, as well as to the academic community.
- C. **Early Tenure and/or Promotion** are granted only in exceptional circumstances and for compelling reasons.
  1. **Early Tenure.** To receive a favorable recommendation for early tenure, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing

achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

2. **Early Promotion.** To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a record of significant enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

- D. **Assistant Professor:** The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for effective teaching, scholarly and creative activities, and professional service, as defined in **Section IV.A.** above and consistent with the mission of the Department, College, and University.
- E. **Associate Professor:** In addition to having the qualifications of an Assistant Professor, the candidate ordinarily shall have had successful experience in teaching and scholarly/creative activities. Meeting essential criteria is necessary, though not sufficient, for promotion or appointment to the rank of Associate Professor. In addition to meeting the essential criteria, there should be evidence of progressive professional development in the areas of instruction and instructionally-related activities, scholarly and creative activities, and professional service, and demonstrated fulfillment of some of the "enhancing elements" in each of these areas, as defined in **Section III.A.** above.
- F. **Professor:** In addition to having the qualifications of an Associate Professor, there shall be substantiation of continued effectiveness and professional growth in instruction and instructionally-related activities and evidence of relevant and effective professional service. The candidate ordinarily shall have established a record of sustained scholarly or creative activity, reflecting intellectual and professional growth and demonstrating fulfillment of some of the "enhancing elements," as described in **Section III.A.**
- G. **Joint Appointments:** All information in this document applies to faculty appointed jointly to two or more departments. However, it is particularly important for the involved departments to maintain a clear set of requirements for tenure and advancement as applied to the joint appointee. These requirements must be worked out through a process of consultation and collaboration with the departments and the candidate, with the approval of the dean(s) of the affected college(s).

## V. AMENDMENTS

Proposed amendments to this document shall be submitted for discussion at a faculty meeting of all tenured and tenure-track Department faculty. To become effective, the proposed amendment must receive a favorable vote, by secret ballot, of a majority of Department tenured and tenure-track faculty, and must be approved by the Dean of the College of the Arts.

**Approved  
by Faculty:**

\_\_\_\_\_ Date

Chair, Department of Art, on behalf of the Faculty

**Approved:**

\_\_\_\_\_ Date

Dean, College of the Arts