

## ***School of Art Statement on Teaching***

### **Introduction**

Teaching in the School of Art encourages innovation and scholarship in the production of art, in the critical analysis of developments in the world of art, and in the study of the historical/cultural contexts out of which art emerges. An integral part of art instruction is the understanding of past traditions, contemporary practice, and critical discourse from a variety of historical, social, and ethnic perspectives. The School of Art offers programs which are highly respected nationally and seeks to prepare students for graduate study, to enter visual arts and related professions, and to become life long creators and learners of art in the 21<sup>st</sup> century.

The *School of Art Statement on Teaching* articulates the department's instructional goals, criteria, and evaluation procedures in order to better document teaching performance for tenure and promotion for faculty in the areas of studio art, art history, and art education. While the department has strong programs, it seeks to further enhance the quality of undergraduate and graduate instruction and the learning experiences of students. The quality of the educational experience is integrally related to the faculty and the quality of curriculum development, class instruction, mentoring, and professional experiences for students in and outside of the studio or classroom.

### **Documenting Teaching Effectiveness**

The documentation of teaching effectiveness includes the *knowledge to be acquired, the interaction between instructor and students, and the outcomes of instruction*. The knowledge to be acquired presumes remaining current in one's field of study and preparing students for the knowledge, skills, critical/creative thinking, and practices that will be required in the 21<sup>st</sup> century in this field. Effective teacher/student interactions are characterized by communicating clearly with students about course content and expectations, facilitating learning in and outside of the classroom, challenging students in ways that facilitate their grasp of new perspectives, encouraging critical and creative thinking, recognizing that students learn in different ways, providing constructive feedback to students on class performance, assisting students with professional development, and being accessible to answer students' questions and concerns. The outcomes of instruction include the applications and evidence of learning both in and out of the classroom.

The tenure and promotion assessment of the educational experience provided by faculty will be based on the following: *student evaluations, limited peer observations, teaching portfolios, and interviews with faculty under review to discuss the teaching materials being submitted for tenure and promotion*.

### **Faculty Teaching Portfolio**

Teaching portfolios are a description of how faculty approach teaching and structuring learning experiences for students, and how faculty have attempted to improve instruction. They include explanations of courses taught, course development, classroom teaching, mentoring, and outcomes (e.g., examples of student work). *The subheadings (e.g., collaborative teaching) under these categories are optional and are intended to suggest items that might be included in a narrative.*

#### *Courses Taught*

List of courses taught (prefix, number, title, credit, semester/year taught) and examples of syllabi
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*Course Development*

Development of classes taught more than once, e.g., revisions of syllabi
Creation of new required or elective classes
Developing of collaborative teaching
Development of interdisciplinary instruction
Integrating the results of research into curricula and instruction
Development of classes based on research projects
Development of graded classes for community outreach with special populations, e.g., Haven House
Integrating technology into instruction, e.g., electronic image review of art
Preparation of new instructional materials not based on technology
Development of web based classes
Other

*Classroom Teaching*

Instructional methods used, e.g., student centered
Strategies for developing critical and creative thinking
Approaches for having students apply what they have learned
Strategies for using teaching resources/materials
Strategies for using technology, e.g., web sites
Methods for providing feedback on assignments
Outside of class educational activities, e.g., museum visits
Incorporation of professional development activities into classes
Other

*Mentoring*

Individualized instruction
Assistance provided on graduate and undergraduate committees
Assistance in preparing students for portfolio reviews, grants, etc.
Student participation on research projects
Supervision of graduate assistants
Preparation of graduate students as future faculty
Involvement of students in professional activities related to their field
Academic and professional advising
Other

*Outcomes*

Examples of student work, e.g., essays, exams, projects, creative work
Approaches for assessing learning in the classroom.
Evidence of applying learning outside of classroom, e.g., gallery exhibitions, presentations, publications
Comments from colleagues who teach the same course or the next one in the sequence

Comments from colleagues on exit portfolios or capstone projects
External confirmation of success, e.g., recognition by field of contributions to teaching
Other

*Student Evaluations (Optional)*

Faculty self assessment of student evaluations including patters of responses within and across classes
Other

**Department Assessment of Instruction**

*Student Evaluations*

Summary of student evaluations for all classes taught (department)
Patterns of responses for a given class, across classes, and across semesters (department).
Relationship of student evaluations to those of other faculty in the concentration or area (department)
Relationship of student evaluations to those of faculty in the School of Art (department)
Other

*Peer Observations*

Statement of instructional objectives and outline of content to be addressed (faculty member)
Information about lessons which precede and follow the class observed (faculty member)
Organization of class (peers)
Relationship between objectives and classroom instruction (peers)
Effectiveness of the communication and student/teacher interaction (peers)
Use of teaching materials and/or technology (peers)
Assessment of instructional outcomes, e.g., quality of work (peers)
Other

*Faculty Teaching Portfolios*

Effectiveness and quality of teaching portfolio in documenting and explaining instruction
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*Faculty Interviews*

Discussing with faculty the documentation supporting teaching to clarify and strengthen the material being submitted (Director and School of Art Personnel Committee representative).
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