

VISUAL ARTS
Program Standards
Richard Stockton College of NJ

5.1 VISUAL ARTS PROGRAM STANDARDS

5.1.1 This section outlines Program standards for the evaluation of all visual arts faculty.

5.1.2 The Program expects all visual arts faculty to meet and continue to meet these standards. For probationary faculty the Program will expect consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, and tenured faculty are expected to sustain an overall pattern of excellence consistent with their rank and assigned responsibilities.

5.1.3 The Program recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, scholarship/creative activity and service that allows them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching, scholarly/creative/professional activity, and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

5.1.4 The faculty of the Visual Arts Program supports the Standards of the College and School of Arts and Humanities and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Visual Arts Program. Candidates for reappointment, reappointment with tenure, and promotion, need to refer to both the College and the Visual Arts Program standards.

6.00 ELABORATION OF PROGRAM STANDARDS FOR ARTV TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the studio, or classroom is the Programs's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of ARTV faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter in the particular track or discipline, teaching techniques and methodologies of the disciplines one teaches.

6.1.2.2 Sound course design and delivery in all teaching assignments — whether program or General Studies, introductory or advanced offerings — as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning and

reflected in the production of excellent student art in exhibition or portfolio *as assessed by the Program Review Committee in accordance with NASAD standards (see 6.2.4.6.8).*

6.1.2.3 The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies, and the timely provision of copies to students.

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-artist and teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The Visual Arts Program recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, artistic or creative activity, grant acquisition. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader artistic and/or academic community such as; exhibitions (at selective, regionally, nationally, and internationally recognized venues), publication of artwork and design, production of multimedia presentations, articles, conference presentations, and commissioned works. For graphic design and visual communications this usually takes the form of sustained professional practice based on *competitive* client commissions. *Design competitions and exhibitions of recognized significance may also be included. Evaluation is based on the number, stature and selectivity of the venues.*

6.2.3.1 The Visual Arts program recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and program standards.

6.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Typically, central to judgments regarding scholarly and creative activity are:

6.2.4.1 The capacity to bring scholarly or creative projects to completion.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment, e.g., in some cases scholarly activity will be primary, in others creative activity.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups such as evaluation, judging, or refereeing panels. *The methods for peer review are those outlined in the Procedure for Evaluation of Faculty and Library Faculty, Section 6.2 External Reviewers and Selection Process, with Related responsibilities of Candidate, Program, School Dean, and Provost.*

6.2.4.4 Documentation of the impact of one's work

- with students
- within the Fine Art, Visual Communications or scholarly area
- within Visual Arts higher education generally
- on documented standards of best practices in Visual Art pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- in the artistic/cultural realm
- or in educational settings

6.2.4.5 Just as in the case of traditional scholarship and fine art activity involving the discovery of new knowledge or development of an individual aesthetic, when one's work consists of pedagogical, integrative or applied creative activity, such as sustained *competitive* professional design practice, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship and/or creative activity.

6.2.4.6 The Visual Arts Program understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books, should be published by reputable academic or trade presses and reviewed in appropriate journals.

- 6.2.4.6.2 Articles, essays, and creative writings should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears; in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed.
- 6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.
- 6.2.4.6.4 A presentation, exhibition, commission or competition should be evaluated on the quality of its content and on the prestige of the meeting, gallery, commission or competition where it was delivered. Qualitative judgments are best made when copies of the work are made available. National and regional meetings, galleries, commissions and competitions should rank higher than local ones in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as exhibitions, commissions, and presentations receiving disciplinary acknowledgement for excellence should be noted. In Art History a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.
- 6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).
- 6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.
- 6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.
- 6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments

regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, For graphic design and visual communications this usually takes the form of sustained professional practice based on competitive client commission. National and regional clients should rank higher than local clients in most instances. *Evaluation is based on the number, stature and selectivity of the venues.* Competitive acknowledgement for excellence should be noted.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 College and Community Service

6.3.1 The faculty role includes contributions to the achievement of the College's mission through effective participation in governance activities including leadership roles at the program, School, or College-wide levels. Service to the program involves teaching the courses required by the program and participating in other program activities as needed such as attendance at program meetings, exhibitions, presentations, field trips, contributions to program and track development. Community service may take the form of participation in or service to national, regional, or local-level organizations in the field. These contributions may require the capacity to work collaboratively with other members of the College community, including activities related to alumni and the College Foundation.

6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations or disciplinary associations. In addition, faculty may contribute to the College's public mission through service to our community, region, and the State or the Nation.

6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this

area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

6.3.5 Evidence of effectiveness in College or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the College, or of a non-college group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

9.00 Statutory Requirements for Tenure in Academic Rank

9.0.1 Tenure in academic rank in New Jersey public colleges and universities is governed by statute. N.J.S.A. 18A:60-8 provides:

9.0.2 "Faculty members shall be under tenure in their academic rank, but not in any administrative position, during good behavior, efficiency and satisfactory professional performance, as evidenced by formal evaluation, and shall not be dismissed or reduced in compensation except for inefficiency, unsatisfactory professional performance, incapacity or other just cause and then only in the manner prescribed by sub-article B or article 2 of Chapter 6 of Title 18A of the New Jersey Statutes, after employment in such college or such board of trustees for:

9.0.3 (1) 5 consecutive calendar years; or (2) 5 consecutive academic years, together with employment at the beginning of the next academic year; or the equivalent of more than 5 academic years within a period of any 6 consecutive academic years."

9.1 Tenure by Exceptional Action

9.1.1 Notwithstanding the above, a Board of Trustees, upon the recommendation of the President of the College, may, as an exceptional action and upon a 2/3 roll call vote, grant tenure to an individual faculty member after employment in such college for two (2) consecutive academic years.(N.J.S.A. 18A60:-9)

9.2 College Perspectives on Tenure

9.2.1 Tenure, as established by New Jersey law, is viewed by the College as a specific condition of employment which is afforded to those members of the academic community who qualify for it, and is a means of making the teaching profession attractive to persons of exceptional ability. While academic tenure is one important protection for academic freedom, it is not a shield for mediocrity, incompetence or academic irresponsibility. Notwithstanding the granting of tenure, a member of the faculty is expected to attain and maintain that standard of excellence that led the College to award tenure in the first place.

9.3 The following guidelines are used by the Visual Arts Program to consider appointments that confer tenure:

9.3.1 Tenure should be awarded only to individuals whose performance during their probationary period gives clear evidence of the ability and willingness to make a significant and continuing contribution to the growth and development of the program.

9.3.2 Tenure should be awarded after presentation of positive evidence of excellence in the achievement of College School and program standards.

9.3.2.1 **Tenure** should be based on evidence of commitment to excellence in teaching involvement in program or college-wide service activities, and a record of active and ongoing scholarship. Appropriate accomplishments might include exhibition, juried exhibition through a recognized gallery or museum in one's field, and *competitive* commissioned graphic print, illustration, multimedia and web design in the commercial industry. Scholarly articles, especially peer-reviewed articles in scholarly periodicals or edited volumes, studio workshops; or presentations at conferences might be included. *Evaluation is based on the number, stature and selectivity of the venues.*

9.3.3 Tenure should be awarded to those who can demonstrate the ability to fulfill professional responsibilities; as members of the faculty and the program; and not solely because negative evidence to the contrary is not presented.

9.3.4 In granting tenure to individuals, the needs of the Program and the proportion of presently-tenured faculty on the program-wide basis should be considered. No tenure quota is imposed. However: Existing minimum qualifications for appointment or promotion to certain ranks constitute necessary, but not sufficient, justification for awarding tenure.

9.3.5 Normally, tenure will not be granted to a faculty member in the rank of Instructor. Assistant Professors normally receive promotion to the rank of Associate Professor concurrent with their reappointment with tenure, unless there are unusual circumstances in the individual tenure/promotion situation.

9.3.6 The College reserves the right not to tenure a faculty member under certain circumstances, including:

- (1) fiscal exigency as determined by the Board of Trustees
- (2) the determination by the College that long term patterns of enrollment and degrees granted within the candidate's primary program or the future of the program do not warrant the conferral of additional tenure appointments.
- (3) other institutional considerations as determined by the Board of Trustees upon recommendation of the President.

10.00 Expectations for rank

The general criteria for faculty expectations have been outlined above. In addition the Program has specific expectations for each rank. The expectations for the next higher rank are used to judge readiness for promotion to that higher rank. The expectations for each specific rank are used to evaluate performance within that rank.

10.1 Instructors:

- 10.1.1 have a master's degree or equivalent from an accredited institution in a field appropriate for the initial appointment. Faculty with Masters degrees in fields in which the latter is the terminal degree would ordinarily be appointed to a higher rank.
- 10.1.2 actively pursue an accredited terminal degree in an appropriate field.
- 10.1.3 provide evidence of scholarly or creative activity appropriate to one's discipline and one's rank.
- 10.1.4 Instructors will receive a rank adjustment upon completion of the terminal degree provided that the previous evaluation was satisfactory.

10.2 Assistant Professors:

- 10.2.1 have a terminal degree or its equivalent in a field appropriate to one's appointment unless there are exceptional programmatic needs as determined by the college.
- 10.2.2 demonstrate a record of continuous improvement in teaching toward excellence in core teaching responsibilities, i.e. program and General Studies teaching (unless appointed only to a graduate program). Such excellence is demonstrated through attention to achieving student learning outcomes in the courses one teaches and *in the production of excellent student art in exhibition or portfolio as assessed by the Program Review Committee in Accordance with NASAD standards, as well as* the effective utilization of the most recent scholarship and pedagogical approaches from their disciplines, through the integration of activities outside the classroom into student learning, and through evidence of effective preceptorial teaching.
- 10.2.3 demonstrate a growing record of scope and/or significance of scholarly and creative activity beyond that presented to secure rank.
- 10.2.4 demonstrate the capacity to contribute effectively in the use of professional skills in service to the College and/or to non-college environments.

10.3 Associate Professors:

- 10.3.1 provide evidence of successful performance in terms of the expectations in the Assistant Professor rank.

- 10.3.2 have achieved consistent excellence in teaching in all assigned teaching responsibilities. Associate Professors should be capable of pedagogical leadership, such as the ability to demonstrate new pedagogical innovations to others within or outside their program.
- 10.3.3 have achieved a record of scholarly /creative activity that is recognized by others within their discipline or chosen area of specialization. Normally, this record will include the external validation and recognition of one or more major works such as those outlined in 6.2.4.6 above, Such as a record of active and ongoing scholarship, including exhibition, juried exhibition through a recognized gallery or museum in one's field, *competitive* commissioned graphic print, illustration, multimedia and web design in the recognized commercial industry in one's field. *Design competitions and exhibitions of recognized significance; or* scholarly articles, especially peer-reviewed articles in scholarly periodicals or edited volumes, studio workshops; or presentations at conferences, book reviews. *Evaluation is based on the number, stature and selectivity of the venues.*
- 10.3.4 have played progressively important roles in support of program, School, College or professional activities and have demonstrated a capacity for leadership including the achievement of demonstrable outcomes..

10.4 Professors:

- 10.4.1 provide evidence of successful performance in terms of expectations for Associate Professor.
- 10.4.2 have achieved a consistent record of excellence in meeting all teaching assignments, in pedagogical leadership, and in activities that support the achievement of teaching excellence throughout the College.
- 10.4.3 have achieved a scholarly/creative record of significance as demonstrated by a consistent record of significant publications, presentations at national or international conferences or creative activities such as exhibitions or commissions of similar scope, and evidence of internal and external recognition of the record as outstanding and significant. Examples include a record of active and ongoing scholarship, including solo exhibition with recognized galleries or museums in one's field, gallery representation, *competitive* commissioned graphic print, illustration, multimedia and web design in the recognized commercial industry in one's field; *Design competitions and exhibitions of recognized significance; or* publication of one or more books or their equivalent in scholarly articles, especially peer-reviewed articles in scholarly periodicals or edited volumes, in addition to professional presentations, book reviews. *Evaluation is based on the number, stature and selectivity of the venues.*
- 10.4.4 play and continue to play a major role in significant College initiatives and/or major public initiatives or by leadership in professional organizations, and demonstrate that such leadership is recognized to be of outstanding quality, effectiveness and scope.

12.00 Distinguished Professor

- 12.1 Normally, the title of Distinguished Professor may be awarded to those full professors who have made outstanding, nationally or internationally

recognized contributions to the College, to their field, or to the common good, above and beyond the expectations of the rank of full professor. Their overall record as full professors in teaching, in research or creative activity, and in service must be excellent and they must be exemplars to their colleagues within academe and the College. Beyond that record, the title of Distinguished Professor may be conferred upon those who:

12.1.1 have set the highest standards of excellence in all facets of their teaching and are able to demonstrate that they have had a positive impact on College-wide teaching as well as on the national discourse about teaching through their work as demonstrated to their disciplinary peers, or

12.1.2 have set the highest standards of scholarship or artistic achievements for their colleagues at the College, and have been recognized nationally or internationally for the impact of their scholarship or artistic achievement by their disciplinary peers or others, or

12.1.3 have set the highest standards of service to the College, in civic engagement, in community service, or in service to professional organizations, and be recognized at the regional, state, national, or international level for their sustained efforts over time that have demonstrable lasting impact on those areas wherein the service, based on their disciplinary background, was provided

12.1.2 Normally, candidates for the rank of distinguished professor must have held the rank of Full Professor for seven years.