

# Department of Art & Design

## Promotion and Tenure Guidelines

### OVERVIEW

These Promotion and Tenure Guidelines for the Department of Art & Design (“departmental guidelines” hereafter) are intended to foster excellence in teaching, scholarship, and service among the faculty. These guidelines do not supersede, but supplement and further elaborate on the *Pamplin College Promotion and Tenure Guidelines* (“college guidelines” hereafter) and Augusta University’s *University Guidelines for Faculty Promotion and Tenure* (“university guidelines” hereafter).

While it is incumbent on the candidate to demonstrate excellence in all areas of his/her professional responsibilities, it is the responsibility of the college and the candidate’s department to maintain a robust course of faculty development and assessment which, starting from the date of hire, assists the candidate in understanding what is expected for promotion/tenure, assessing his/her progress in fulfilling those expectations, and if necessary, developing an appropriate plan of improvement prior to requesting promotion/tenure.

In fulfillment of that responsibility, the Department provides all tenure-track faculty with timely and frequent opportunities to assess their progress. These include the assignment of a faculty mentor, regular annual reviews, regular peer evaluations of teaching, a comprehensive third-year review of the candidate’s progress toward tenure, and the establishment of clear expectations for the award of promotion/tenure as outlined in these and the college guidelines. Support continues after tenure through regular annual reviews and peer evaluations of teaching, as well as a comprehensive post-tenure review every five years. Full-time, non-tenure track faculty receive similar forms of support.

### Purpose of this Document

The purpose of this document is to explain how the college guidelines for promotion/tenure are applied within the Department, including any departmental or discipline-specific procedures or criteria for assessment. This document only addresses the most pertinent, departmental-level criteria for promotion/tenure of full-time, tenure-track faculty. Candidates should also consult the college guidelines for a more complete understanding of the process and college-wide expectations for promotion/tenure. Guidelines for the review and promotion of Lecturers are in Appendix 3 of the college guidelines.

Additional topics and information may be found in the college guidelines, the university guidelines, the BOR Policy Manual, and the USG Academic & Student Affairs Handbook, all of which may be accessed from the Resources page of the Pamplin website at [www.augusta.edu/pamplin/resources.php](http://www.augusta.edu/pamplin/resources.php).

## GENERAL CRITERIA AND EXPECTATIONS

To be recommended for promotion/tenure, the candidate must demonstrate all of the following:

- Appropriate credentials and experience as specified in the college guidelines. Credit toward promotion/tenure shall be awarded only if it was specified in the candidate’s contract at the time of his/her initial appointment.
- Outstanding achievement in teaching, as demonstrated in the promotion/tenure portfolio.
- Outstanding achievement in scholarship, as demonstrated in the promotion/tenure portfolio.
- Satisfactory (“meets the standards”) achievement in service, as demonstrated in the promotion/tenure portfolio.

Additionally, requests for tenure and/or promotion to the rank of Associate Professor or higher must be supported by three letters from external reviewers.

College-wide expectations for each of these topics may be found in the college guidelines. Departmental and discipline-specific criteria are described in the sections that follow.

### Teaching Expectations

*Teaching* refers to the best practices and responsibilities required to be an effective educator, advisor, and mentor. These include: (a) knowledge of the subject matter, (b) effective planning and communication of curriculum, (c) supervision of students, (d) creation of engaging learning environments, (e) fostering of student development and engagement, (f) availability and receptivity to students, (g) fair and timely evaluation of student performance, (h) student advisement, and (i) innovation in educational delivery.

See the college guidelines for college-wide expectations for outstanding teaching. Departmental and discipline-specific expectations for outstanding teaching are described below.

In accordance with recommendations by our accrediting body, the National Association of Schools of Art and Design (NASAD), the Department of Art & Design has established appropriate expectations for faculty based on their area of emphasis (Design/Studio or Academic) and reported effort for teaching. (See Appendix 1 for an explanation of how teaching effort is calculated.)

#### Teaching Expectations for Design/Studio Faculty

Objective	Assigned Effort for Teaching	Teaching Expectations
Tenure/promotion to Associate Professor	80% (3/3)	Teaching-Intensive in accordance with NASAD. Effective teaching, currency in the discipline, and commitment to innovative pedagogical development. Active role in developing/enhancing departmental curricula and programs while demonstrating leadership in student mentoring and advising.

Department of Art & Design – Promotion and Tenure Guidelines

	54% (2/2)	Research/Scholarship-Intensive in accordance with NASAD. Effective teaching, currency in the discipline, and commitment to ongoing pedagogical development. Active role in developing/enhancing departmental curricula and programs.
Promotion to Professor	80% (3/3)	Teaching-Intensive in accordance with NASAD. Fulfill all expectations for Associate Professor as listed above, plus leadership in teaching as recognized by colleagues and quality of student work.
	54% (2/2)	Research/Scholarship-Intensive in accordance with NASAD. Fulfill all expectations for Associate Professor as listed above plus ongoing effective teaching as recognized by colleagues and quality of student work.

Teaching Expectations for Academic Faculty

<b>Objective</b>	<b>Assigned Effort for Teaching</b>	<b>Teaching Expectations</b>
Tenure/promotion to Associate Professor	80% (4/4)	Teaching-Intensive in accordance with NASAD. Effective teaching, currency in the discipline, and commitment to innovative pedagogical development. Prominent role in developing/enhancing departmental curricula and programs while demonstrating leadership in student mentoring and advising.
	60% (3/3)	Split Teaching and Research load in accordance with NASAD. Effective teaching, currency in the discipline, and commitment to innovative pedagogical development. Active role in developing/enhancing departmental curricula and programs while demonstrating leadership in student mentoring and advising.
	40% (2/2)	Research/Scholarship-Intensive in accordance with NASAD. Effective teaching, currency in the discipline, and commitment to pedagogical development. Role in developing/enhancing departmental curricula and programs.
Promotion to Professor	80% (4/4)	Teaching-Intensive in accordance with NASAD. Fulfill all expectations for Associate Professor as listed above, plus leadership in teaching as recognized by colleagues and quality of student work.
	60% (3/3)	Split Teaching and Research load in accordance with NASAD. Effective teaching, currency in the discipline, and commitment to innovative pedagogical development. Ongoing active role in developing/enhancing departmental curricula and programs while demonstrating leadership in student mentoring and advising.
	40% (2/2)	Research/Scholarship-Intensive in accordance with NASAD. Fulfill all expectations for Associate Professor as listed above. Sustain high level of proficiency in teaching recognized by colleagues and quality of student work.

## Scholarship Expectations

*Scholarship* refers to scholarship and research endeavors appropriate to the candidate's discipline. In evaluating scholarship for promotion/tenure, primary consideration is given to dissemination of the individual's scholarly work; however, consideration will be given to other forms of scholarship, especially in fields where publication of scholarly work is not a mainstream method of dissemination.

See the college guidelines for college-wide expectations for outstanding scholarship. Department and discipline-specific expectations for outstanding scholarship are described below.

In the Department of Art & Design, it is the right and responsibility of each faculty member, in consultation with his or her department chair, to establish and maintain an individual plan of scholarship and professional growth. The Department will consult evaluative statements from previous years to determine the candidate's responsiveness to prior suggestions for improvement and the extent to which he or she is making progress in his or her creative research. Such research may occur in connection with traditional art venues such as galleries, museums, non-profit art centers, university galleries, and artist-defined spaces; however, it is noted that contemporary art practice frequently extends to activities such as public performance and intervention, cultural events, new media platforms, and curatorial projects.

When applying for promotion/tenure, it is incumbent upon each candidate to articulate and contextualize the importance of all aspects of his or her scholarly and creative practice. Exhibitions must be clearly identified as juried, invitational, etc. and should list any jurors, if applicable. For collaborative activities, the nature and extent of the candidate's contributions must be specified.

In evaluating the candidate's scholarship, primary consideration is given to dissemination of the individual's scholarly work; however, consideration also will be given to time invested in all relevant aspects of creative research, including new and emerging forms of dissemination. Exhibitions of creative work in different venues shall be regarded as separate, unique instances of disseminating one's work, regardless of whether each exhibition contains new or pre-existing work. Input from the department chair, departmental committee, and external letters from experts in the field shall be used to determine whether the candidate's portfolio demonstrates a pattern of accomplishments of sufficient quantity and quality.

The university guidelines make categorical distinctions among levels of scholarship. Scholarship activities must be denoted as local, regional, national, or international, as defined below:

- **Local** scholarly activity or creative research does not satisfy the regional, national, or international stipulations specified below.
- **Regional** scholarly activity or creative research is juried or selected from a regional pool of artists and/or the audience is principally regional in scope.
- **National** scholarly activity or creative research is selected from a national pool of artists and/or has a national audience and/or national reach through the reputation of the venue or through publications (e.g., an exhibition in Augusta, GA could be considered to have national reach if the juror or curator is nationally recognized and the exhibition shows the works of national artists).
- **International** scholarly activity or creative research is selected from an international pool of artists and/or has an international audience and/or international reach through the reputation of the venue or through publications.

For scholarship to be considered *outstanding*, the applicant for tenure or promotion to Associate Professor or higher must include evidence of regional, national, and/or international accomplishments, as appropriate for the desired rank/tenure and the candidate's chair-assigned effort for Scholarship.

Category 1: Exhibitions, Creative Research, Grants, and/or Commissions

Examples of appropriate forms of scholarship for Design/Studio faculty include:

- One-person (solo) or two-person exhibitions
- Group exhibitions that are curated or juried
- Peer reviewed written presentations by the artist and/or designer (e.g., reviews, art writing, articles, catalogue entries) in recognized publications
- Writing or documentation about the artist and/or designer in recognized media (e.g., catalogue reproductions, articles, reviews, websites/blogs, books that include the artist's work)
- Substantial grant to support creative scholarship and/or academic work
- Proposal submissions for exhibitions or sponsored projects
- Curatorial work
- Substantial grant to support design/studio work
- Collaborative artwork and situated artworks
- Commissions, client-based art, and/or design work
- Professional consultations
- Digital and/or emerging media works
- Artist residencies
- Awards
- Other activities of comparable involvement and merit to those above

Category 2: Scholarly Publications and/or Grants

Examples of appropriate forms of scholarship for Academic faculty include:

- Peer-reviewed book
- Peer-reviewed article or book chapter
- Article in a juried scholarly journal or exhibition catalog
- Critique or review of a major exhibition in a reputable publication (print or digital)
- Curatorial work
- Substantial grant to support academic research
- Organizer or chair of a panel at professional conference
- Editor of volume of essays and/or of exhibition catalogues (print or digital)

- Other activities of comparable involvement and merit to those above

Category 3: Persistent Scholarly Presence and Creative Practice

Examples of activities that demonstrate effort to maintain a persistent scholarly presence and creative practice include:

- Serving as a juror for exhibitions by others
- Creation and development of bodies of artwork and/or design work
- Guest teaching, seminars, and invited lectures outside of the university
- Workshops, demonstrations, or other public addresses
- Member of editorial board for scholarly journal
- Outside reader/juror for journal or publishing house
- Presentation of paper at professional conference
- Invited lecture outside University of a local or regional scope
- Other activities of comparable involvement and merit to those above

Expectations for outstanding achievement in the aforementioned categories vary in proportion to the candidate’s area of emphasis (Design/Studio or Academic) and his or her reported effort for scholarship as described in the following table. While candidates for promotion/tenure are strongly advised not only to meet, but exceed these expectations, the Department and the College recognize that the nature of work in the discipline makes it difficult to quantify appropriate levels of productivity. It is imperative that the candidate make a compelling case for the quality and impact of his/her work—especially when the simple quantity of work may appear insufficient to fulfill these stated expectations. Likewise, it is the responsibility of the Departmental Committee and the Department Chair to carefully vet and make a decision as to the sufficiency of the candidate’s work to fulfill these expectations.

<b>Objective</b>	<b>Assigned Effort for Scholarship</b>	<b>Area of Emphasis</b>	<b>Scholarship Expectations</b>
Tenure/promotion to Associate Professor	10%	Design/ Studio	Evidence of scholarship and professional growth, including at least 3 activities from Category 1 which have regional or greater reach. Evidence of ongoing achievements in Category 3.
		Academic	Evidence of scholarship and professional growth, including at least 3 activities from Category 2 which have regional or greater reach. Evidence of ongoing achievements in Category 3.
	30%	Academic	Evidence of ongoing scholarship and professional growth, including at least 4 activities from Category 2 which have regional or greater reach (at least one of which must be national in reach). Evidence of ongoing achievements in Category 3.

Department of Art & Design – Promotion and Tenure Guidelines

	36%	Design/ Studio	Evidence of sustained scholarship and professional growth, including at least 4 activities from Category 1 which have regional or greater reach (at least one of which must be national in reach). Evidence of ongoing achievements in Category 3.
	50%	Academic	Evidence of sustained scholarship and professional growth, including at least 5 activities from Category 2 which have regional or greater reach (at least two of which must be national in reach). Evidence of ongoing achievements in Category 3.
Promotion to Professor	10%	Design/ Studio	Evidence of scholarship and professional growth, including at least 5 activities from Category 1 which have regional or greater reach (at least three of which must be national in reach). Evidence of sustained achievements in Category 3.
		Academic	Evidence of scholarship and professional growth, including at least 5 activities from Category 2 which have regional or greater reach (at least three of which must be national in reach). Evidence of sustained achievements in Category 3.
	30%	Academic	Evidence of ongoing scholarship and professional growth, including at least 5 activities from Category 2 which have national or greater reach. Evidence of sustained achievements in Category 3.
	36%	Design/ Studio	Evidence of sustained scholarship and professional growth, including at least 6 activities from Category 1 which have national or greater reach. Evidence of sustained achievements in Category 3.
	50%	Academic	Evidence of sustained scholarship and professional growth, including at least 7 activities from Category 2 which have national or greater reach. Evidence of sustained achievements in Category 3.

**Service Expectations**

*Service* refers to activities that contribute directly or indirectly to the well-being of the university, college, department, profession, or broader community. These activities may be solicited or unsolicited, paid or unpaid. In evaluations of service for promotion/tenure, primary consideration is given to professional service in the area of the candidate’s expertise that furthers the mission of Augusta University. Service activities outside Augusta University which relate to fulfilling one’s civic duty but not to the candidate’s expertise should *not* be considered in evaluating service.

See the college guidelines for college-wide expectations for satisfactory service. Department and discipline-specific expectations for satisfactory (“meets the standards”) service are described below. Regular, equitable contribution to the ongoing operations and improvement of the department is expected.

Expectations for satisfactory (“meets the standards”) achievement in service are described in the following table:

Objective	Assigned Effort for Service	Service Expectations
Tenure/promotion to Associate Professor	10%	Service to the department, college, and university by participating actively, regularly, and equitably on committees and serving departmental needs.
Promotion to Professor	10%	Sustained service to the department, college, and/or university with demonstrated leadership on internal committees, as well as service on outside professional committees and/or community organizations.

## REQUIRED APPLICATION MATERIALS

An application for promotion/tenure consists of two principal components:

### 1. Letters from external reviewers

Three letters from external reviewers are required to support requests for tenure or promotion to the rank of Associate Professor or higher.

The process of selecting reviewers should begin at least four months prior to the start of the fall term in which the candidate intends to apply.

See *Letters from External Reviewers* below for more information.

### 2. The Promotion and Tenure Portfolio

The Promotion and Tenure Portfolio (“portfolio” hereafter) is compiled by the candidate to summarize and to evidence his/her achievements in teaching, scholarship, and service since the time of hire or last promotion.

The portfolio is due *no later than the start of the Fall term*. Consult the college calendar of promotion/tenure deadlines on the HR Promotion and Tenure Process website for the specific date.

See *Promotion and Tenure Portfolio Requirements* below for more information.



## LETTERS FROM EXTERNAL REVIEWERS

Requests for tenure or promotion to the rank of Associate Professor or higher must be supported by three letters from external (non-AU) peers or academic leaders *of the same or higher rank and tenure as that to which the candidate is applying* or, when appropriate, qualified professional peers with comparable standing as approved by the departmental committee and Department Chair (See Appendix 1 of the college guidelines).

To ensure adequate time to obtain the letters, the process of selecting external reviewers should occur in the spring term, *at least four months prior to the start of the fall term in which the candidate intends to apply*, and requests for letters should be made at least three months prior to the start of the fall term.

Refer to the college guidelines for detailed information about selecting and contacting external reviewers for letters, ensuring the confidentiality of the reviews, and other topics.

## PROMOTION AND TENURE PORTFOLIO

The candidate for promotion/tenure must submit a portfolio that documents his/her achievements in teaching, scholarship, and service. Those achievements shall be assessed in the light of the candidate's reported effort, rank, and years of service, and in accordance with the promotion/tenure criteria specified in these and the college guidelines.

The candidate should present the information that best supports his/her candidacy based on the expectations of his/her discipline. The candidate must submit his/her portfolio to the departmental promotion/tenure committee *no later than the start of the Fall term*. (Consult the college calendar of promotion/tenure deadlines on the HR Promotion and Tenure Process website for the specific date).

Refer to the college guidelines for detailed information about the format and organization of the portfolio. The lists of required and optional forms of evidence that appear in the college guidelines have been refined below to include departmental and discipline-specific materials.

### Evidence of Teaching

The portfolio should demonstrate the candidate's achievements in teaching, especially as they pertain to the nine categories of teaching effectiveness listed under "Teaching Expectations" above.

#### Required Evidence

The following materials must be included:

- A list of all courses taught, organized by semester and including enrollments, for the past five years.
- Summary Reports of student course evaluations for all courses taught for the past five years.
- Copies of all summative Peer Evaluations of Teaching for the past five years.

### Optional Evidence

Additional evidence may include, but is not limited to:

- Up to three formative Peer Evaluations of Teaching or letters from a peer who has watched the candidate teach.
- Letters from up to 5 students/advises that address the quality of the supervision received.
- A list of examples of student achievements such as projects, exhibitions, awards, honors theses, publications, presentations.
- A list of course and program development activities.
- Evidence that the candidate assesses whether or not s/he has been successful in increasing student learning outcomes.
- An annotated list of pedagogical literature and instructional development sessions that have influenced the candidate's teaching and how the candidate has addressed this information in planning his/her classes and instructional strategies.
- Data on student performance on standardized examinations pertinent to the discipline.
- Data on student performance in subsequent courses.
- Evidence of Scholarly Teaching. (See Section 4.7.2 in the *USG Academic & Student Affairs Handbook* for definitions and criteria.)
- Other evidence that reflects excellence in teaching.

### **Evidence of Scholarship**

The portfolio should demonstrate the candidate's achievements in scholarship, research, and/or creation and discovery endeavors, including the dissemination of his/her work through exhibition, publication and other peer-reviewed outlets. Since not every creative endeavor or publication is of equal intellectual merit, the candidate should define and make the case for what is significant.

### Required

The following materials must be included:

- A list of all scholarly activities/publications and their level of peer review (e.g., list exhibitions as local, regional, national, or international and list jurors and/or curators responsible for selection of candidate's work in the listed venue). The process of selection should be clearly indicated (i.e., juried, non-juried, invitational, solo, or group). List full citation for written publications.
- A list of refereed conference presentations.
- Documentation of collaborative artworks, situated artworks, online work, commissions, consultations, and/or curatorial work. If applicable, documentation of collaborative art efforts consistent with institutional guidelines for presentation, with clarification and identification about the candidate's role in the collaborative efforts.

- Professional quality digital reproduction of 20 artworks, and up to 10 images of additional evidence of scholarship other than artwork, if applicable, which have been created since the candidate's last review or promotion. These reproductions must be submitted together in *one PDF file*, and may not exceed 30 total images (20 of which must be the candidate's own artwork). For each digital image, the candidate is to include title, date, size, and medium. Candidate may also include up to 200 characters to accompany each image. This information should be included in the pdf next to the corresponding images. If curatorial work is part of scholarship, evidence of such research should occur in this area of the portfolio.

### Optional

Additional Evidence may include, but is not limited to:

- Copies of up to 10 significant publications by the candidate.
- Documentation of exhibition record in such forms as exhibition announcements, reviews, etc.
- Documentation assessing creative output, including reviews or articles about the candidate's work, press releases, award notifications, grant applications, periodical references, curatorial letters, or other notifications.
- A list of invited seminars and presentations.
- A list of funded research activities, with funding amounts.
- A list of grants, fellowships, and scholarships as appropriate to the discipline, with project description and funding amounts and time periods during which funding was active.
- A list of involvement in the scholarly, research, and creative products of students and other trainees, including but not limited to, conference presentations, publications, and like creative activities.
- Evidence consistent with the Scholarship of Teaching and Learning, the Scholarship of Engagement, and The Scholarship of Discovery. (See Section 4.7.2 in the *USG Academic & Student Affairs Handbook* for definitions and criteria.)
- Other evidence that highlights peer recognition of the quality and sustainable contributions of the candidate's scholarship in the field.

### **Evidence of Service**

The portfolio should demonstrate the candidate's service as a member of communities within and beyond AU, and in activities that draw upon the candidate's professional expertise.

### Required

The following materials must be included:

- A list of international, national, regional, or local professional committees and/or organizations, including any offices held.
- A list of USG, university, college, and departmental committees, organized by level, indicating leadership roles.

### Optional

Additional evidence may include, but is not limited to:

- Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.
- Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of higher education.
- Evidence that the faculty member contributes in some way to the public good.
- Evidence that the faculty member has served his or her profession through professional organizations and/or other professionally oriented entities.

## PROCESS OVERVIEW

An overview of the promotion and tenure processes is outlined in Figures 1 and 2, respectively, of the university guidelines

As the candidate's materials move up the review process, each level will decide whether to support candidate's request for promotion/tenure. At each step of the process *that is marked with an asterisk (\*)* in Figures 1 and 2 of the university guidelines (the Chair, Dean, and Provost steps), candidates shall be notified via Augusta University email within five (5) business days of the recommendation and receive a copy of the written summary. **Note that any identifying references to external reviewers must be redacted in the copy sent to the candidate.** A copy of this notification should also be sent to the candidate's Department Chair.

If, at any level (including review levels not marked with an asterisk), the recommendation is made not to support the candidate's request, the candidate and the previous level of review shall be notified immediately in writing of that decision. In such cases, the process stops and the candidate's materials should not be forwarded to the next level unless the candidate appeals the decision. See *Appeals of Promotion and Tenure Decisions* below.

Additional information about the process, including the procedures for negative decisions and candidate appeals, may be found in the college guidelines.

## PROMOTION AND TENURE COMMITTEE GUIDELINES

The following guidelines apply to all members of any promotion/tenure committee:

- No individual shall serve on more than one promotion/tenure committee at different levels (department, college, university).
- No faculty member in a position at or above the level of Department Chair shall serve on any promotion/tenure committee.

- All promotion/tenure committee members shall adhere to AU’s Individual Conflict of Interest policy.
- The chair of the promotion/tenure committee at each level (department and college) will provide a 1-3 page letter containing a written summary of the committee’s recommendation for promotion and/or tenure. If the candidate has requested *both* promotion *and* tenure, the letter must contain separate sentences conveying the committee’s recommendation with regard to each request. The letter should be prepared on official letterhead, should be addressed to the chair/head of the next level of review, and should address the candidate’s achievements in teaching, scholarship, and service. This letter will be added to Appendix A of the candidate’s promotion/tenure portfolio as it moves to the next level of review. See *Process Overview* above for additional details on the review process.

Additional guidelines for the departmental committee are described below.

### **Departmental Committee Guidelines**

Unless the candidate is an administrator or has a cross-departmental/cross-college appointment (see *Exceptions to Departmental Review* in the college guidelines), the promotion/tenure process begins with a departmental committee recommendation. Each department will establish a standing Departmental Promotion and Tenure Committee (“departmental committee” hereafter).

The departmental committee will write a formal, detailed letter with an explicit recommendation concerning promotion/tenure for each candidate. The letter, which should be considered a form of peer review, must articulate clear reasons for the committee’s recommendation, summarizing or making specific references to the evidence presented in the candidate’s portfolio. Additionally, the letter should specifically address and qualitatively evaluate any material that may be difficult for non-specialists to evaluate. This letter should be prepared on departmental letterhead and inserted in Appendix A of the candidate’s portfolio.

The departmental committee shall adhere to the following guidelines:

1. The policies and procedures (i.e., term limits, quorum rules, membership, voting procedures, etc.) of the departmental committee shall be established by the department. These policies and procedures must be approved by the College Dean and the University Provost, published in the institutional policy library, made readily available to faculty, and reviewed at least every three years.
2. The committee must comprise a minimum of three members of the department who hold full-time appointments at the rank of Associate Professor or higher.
3. All promotion and tenure recommendations shall be made by a minimum of three tenured members of the departmental committee.
4. Appointments to the departmental committee, including to the role of committee chair, are made annually by the Department Chair.
5. A faculty member may not serve on the departmental committee for more than three consecutive years.

6. In the event that a department does not have three eligible members as described in 2-5 above, qualifying faculty from other departments in the college must be appointed to the department committee by the Department Chair or his/her designee.
7. When outside members are elected/appointed to a departmental committee, every effort should be made to solicit members who have some understanding of the disciplines contained within the department and some familiarity with those disciplines' norms for excellence.
8. Voting on promotion/tenure is done either by a show of hands or secret ballot, per the committee's preference. The votes are recorded numerically – for, against, abstaining – without indicating how any of the members voted.
9. The chair of the departmental committee will send an official letter during the early part of fall term requesting all materials of the candidate to be delivered to them by a specified date. By that date, the candidate must have submitted his/her promotion/tenure portfolio and must have posted the following materials online:
  - Good digital reproductions of 20 artworks, and up to 10 additional digital images of evidence of scholarship other than artwork, if applicable. These works must be presented in PowerPoint or PDF format, and must have been created since the last review or promotion. The candidate may not exceed 30 total images, 20 of which must be personal artwork.
  - Each digital image is to include the title, date, size, and medium. Likewise, appropriate descriptive information should be included for any evidence of scholarship that is not personal artwork. (If curatorial work is part of the candidate's scholarship, evidence of such research should occur in this area of the portfolio.)
10. Appeals of departmental committee decisions are to be made in accordance with the appeal procedures outlined in the university guidelines.

## PRE-TENURE REVIEW

Each faculty member's department shall provide a comprehensive pre-tenure review of his/her progress toward tenure during the candidate's third year of service. If the faculty member was hired with prior credit toward tenure, a mid-course review shall be conducted.

The review committee should instruct the candidate to submit his/her materials by **January 15** of the appropriate year, and must complete its review—including communicating its findings by written report to the candidate and the Department Chair—*no later than March 15 of that year*.

Additional details about the timing, format, and process to be used for pre-tenure review are described in the college guidelines.

## **POST-TENURE REVIEW**

Annually, Human Resources will provide the Dean with a list of faculty who are due for post-tenure review. The review shall be conducted five years after the faculty member's most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. The review committee should instruct the candidate to submit his/her materials by **January 15** of that year, and must complete its review—including communicating its findings by written report to the candidate and the Department Chair—*no later than March 15 of that year*.

Additional details about the timing, format, and process to be used for post-tenure review are described in the college guidelines.

## **Appendix 1: Departmental Workload Calculation Guidelines**

In accordance with our accrediting body, NASAD, the Department of Art & Design Calculates faculty workload in the following ways:

- Assigned effort per studio course = 26.7% (e.g., 3 studio courses = 80% teaching effort)
- Assigned effort per lecture course = 20% (e.g., 4 lecture courses = 80% teaching effort)
- Assigned effort per dual taught lecture course = 13.4% (e.g., 6 dual taught lecture courses = 80% teaching effort)

A full workload for any individual faculty member may include any combination of the effort types above.