

## Departmental Tenure and Promotion Policy

### Department of Art and Art History

Revised 8.18.21

#### I. Purpose

The purpose of this policy is to specify the procedures for recommending tenure and promotion within the Department of Art & Art History at the University of Texas at Tyler. These guidelines are consistent with the provisions described in section 3.3.4 and 3.3.5 of the *University of Texas at Tyler's Handbook of Operating Procedures* and with the *College of Arts and Sciences Tenure and Promotion Policy*. In the case that any discrepancies exist, the university and college policies and procedures supersede this document.

#### II. Introduction

The mission of the Department of Art and Art History is to prepare studio art and art history students for careers in the art field through high-quality, individual instruction. To accomplish its mission, we as a department, support faculty for tenure and promotion who are strong teachers and scholars and are engaged members of the department, college, university, and professional community. We actively mentor junior colleagues with the expectation that all of our faculty will earn tenure and promotion. In accordance with the University of Texas at Tyler's Handbook of Operating Procedures, candidates for tenure and/or promotion are evaluated in the areas of teaching, scholarship, service, and collegiality. While all of these areas are important, teaching and scholarship are of greatest importance. While the exact balance of a candidate's strengths in these two areas may vary, outstanding teaching with inadequate scholarship is unacceptable, as is strong scholarship with poor teaching.

#### III. Policy Development and Review

- A. The development and future modification of the Departmental Tenure and Promotion Policy shall be done in consultation with the tenured and tenure-track faculty within the Department of Art & Art History.
- B. This policy shall be reviewed at least once every five years by the tenured and tenure-track faculty and the department chair to ensure that it is consistent with U.T. Tyler's and the College of Arts and Sciences' expectations and reflects the variance in the responsibilities and assignments of individual faculty members.

#### IV. Department Tenure and Promotion Committee

- A. Duties: The T&P committee evaluates portfolios for Tenure, Promotion, and third-year review. The chair of the committee, in consultation with the committee, will write the letter that goes into the faculty member's portfolio.
- B. Membership: The department chair will appoint a department T&P committee for each review scheduled during an academic year. The committee must be comprised of members of higher rank than a candidate seeking tenure and/or promotion. Each member shall vote on decisions regarding the third year review, tenure, and promotion for the candidate. In the event that there are less than three qualified voting members within the department, the department chair, in consultation with the candidate, will seek departmental committee members from outside the department from a related discipline.
- C. Committee Chair: The department chair will appoint a committee chair for each department T&P committee formed for a scheduled review.

#### V. Pre-tenure Review and Process

- A. In addition to the annual evaluation, a comprehensive review of tenure track faculty will be conducted no later than the end of the faculty member's third year of service. Although a faculty member may be given notice of nonrenewal of appointment at any time during the probationary period, the pre-tenure review does constitute a major assessment of the faculty member's record of achievement and progress toward tenure.

Input of all tenured faculty in the department is required. The timing of the review gives chairs and faculty a substantial period of performance on which to judge achievement and gives tenure track faculty enough time before the mandatory sixth year tenure review to address areas of deficiency. After the completion of the third year review, the dean will forward a memorandum to the Provost and Vice President for Academic Affairs that the Department has conducted the review along with a summary of the recommendations.

The result of the pre-tenure review is not a commitment to grant or to deny tenure in the future. A faculty member may receive notice of non-renewal at any time after the review regardless of the outcome of the review. Where the review concludes that progress toward tenure is unsatisfactory, non-reappointment may be warranted. In the case where non-renewal is warranted, the faculty member will be notified no later than August 31 of the third year that the appointment will not be renewed beyond the end of the fourth year. Tenure track faculty who are notified that the subsequent academic year will be the terminal year of appointment shall not be entitled to a statement of the reasons upon which the decision for such action is based. (Regents' Rules and Regulations, Series 31008, Section 6)

- B. The process for the Pre-tenure Review will be similar to the one described below for Tenure and Promotion, except it will not include an external review. The candidate's dossier will be prepared through Faculty 180. The Department T&P Committee and the Department Chair will review the candidate's dossier, and each reviewer/committee will provide a written report and any recommendations. The reports will be sent to the CAS Dean for review, and the Dean will forward a memorandum to the Provost and Vice President for Academic Affairs that the Department has conducted the review, along with a summary of the recommendations.

#### VI. Criteria for Tenure, Promotion, or Appointment to Rank

The same criteria that apply to promotion to a given rank will also apply for initial appointment to that rank. These criteria recognize three broad areas of academic activity: teaching, research/creative activity, and service.

##### A. Criteria for Promotion or Appointment to Rank

###### 1) *Assistant Professor*

Appointment to the rank of Assistant Professor normally requires that individuals hold the highest earned degree or its equivalent appropriate to their discipline.

Appointment to this rank is made on the judgment that the individual has the potential for an award of tenure within the maximum six-year period. Evidence of potential for excellence in scholarship and teaching is required.

###### 2) *Associate Professor*

Appointment or promotion to the rank of Associate Professor is recognition that the faculty member has a clearly defined record of strong teaching and research/scholarship/creative activity, a commitment to continued growth in both

activities and a commitment to responsible and conscientious participation in service activities.

A strong record of achievement in teaching and research/scholarship/creative activity requires evidence. Evidence of strong research/scholarship/creative activity is documented not only through peer-reviewed publications, professional presentations, exhibits, performances, etc. but also through input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the University.

3) *Professor*

Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and research/scholarship/creative activity. The faculty member must also have actively participated in professional service and been actively involved in department, college and university service.

Evidence of strong research/scholarship/creative activity is documented not only through peer-reviewed publications, professional presentations, exhibits, performances, etc. but also through input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the University.

C. Criteria for Granting Tenure

There can be no simple list of accomplishments that, when achieved, guarantee that a faculty member will obtain tenure. Tenure is not a right to which a faculty member is entitled, nor is tenure granted simply as a result of a record of satisfactory annual evaluations.

To be tenured, faculty must achieve a strong record in 1) teaching and 2) research/scholarship/creative activity. The faculty member further is expected to demonstrate outstanding achievement in one of these areas. The faculty member is also expected to have a satisfactory record of service to the University, profession, and/or community. In addition to demonstrating quality in these traditional areas, the candidate for tenure must also demonstrate professional collegiality.

VII. Tenure and Promotion Process

- A. Tenure Process will be conducted as described in the UT Tyler HOP, section 3.3.4.
- B. Promotion Process will be conducted as described in the UT Tyler HOP, section 3.3.5.

VIII. External Reviews

External reviews are required for all applications for tenure and promotion, and will be conducted as described in the UT Tyler HOP, section 3.3.4 and section 3.3.5.

IX. Performance Guidelines for Tenure and Promotion

Faculty undergoing pre-tenure, tenure, promotion or periodic reviews will be evaluated on 1) teaching 2) research/scholarship/creative activity 3) service to the University, profession, and/or community. In addition to demonstrating quality in these traditional areas, the candidate for tenure and/or promotion must also demonstrate professional collegiality.

## G. Teaching

### 1) Definitions, Standards & Criteria

To qualify for tenure and/or promotion, faculty members must have a consistent pattern of effectiveness in teaching. Tenure or promotion will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. Thus it is vital that information concerning teaching effectiveness, gathered from multiple and flexible assessment methods, be part of the tenure and/or promotion review.

**Strong teaching** is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Moreover, it is a process that elevates students to a level where they learn deeply and remarkably because of a teacher's efforts and attributes. An **outstanding teacher** makes a positive contribution to the learning environment by providing exceptional energy, keen interest in students and subject area, and meets or exceeds the following criteria:

- **Maintain knowledge, mastery, and currency of the discipline, and the pedagogy for teaching it.** The department expects that all faculty members have a deep understanding of their sub-discipline and a broad, general knowledge of the discipline. Faculty should stay current with developments in their field and incorporate new knowledge into their classroom teaching. Faculty should also strive in their classes, as appropriate, to show connections to and applications of fine art in a broader context. Some examples activities and achievements that can be used to meet this criterion are:
  - Possesses thorough knowledge of subject matter and demonstrate a contagious enthusiasm for it.
  - Regularly follow intellectual developments in the discipline and related fields by attending conferences where knowledge of new discoveries in the discipline and/or new pedagogies for teaching are presented, and by reading journals and books specific to the discipline and/or the disciplines pedagogy.
  - Regularly incorporate new progress in the discipline into the classroom by going further than the standard textbook materials in the classroom.
  - Actively conduct research in the discipline and develop important and original thoughts on the subject specialty.
- **Maintain a commitment to teaching excellence.** The department requires that successful candidates demonstrate a strong commitment to teaching excellence at both undergraduate and graduate levels. Some examples of activities and achievements that can meet this criterion are:
  - Make student learning the highest priority.
  - Create opportunities for undergraduate research projects, new internship opportunities, or new internship partnerships.
  - Effectively teach departmental courses at the undergraduate and graduate level.
  - Engage in teaching enhancement activities like workshops, forums, and conferences that develop teaching skills.
  - Pursue teaching and learning as scholarly activities.
  - Invite and accept feedback to improve teaching.

- Try new techniques to promote student learning.
- Actively engage in self-reflection to develop and/or improve course curriculum, assignments, and teaching strategies.
- Regularly reflect and act upon student teaching evaluations and feedback from visits by peers and the chair to improve pedagogy.
- Receive teaching awards or other teaching related recognitions.
- Participate in departmental program and curricular development.
- **Maintain a commitment to student success:** The department requires that successful candidates demonstrate a strong commitment to student success and engage students in the learning process. Some examples of activities and achievements that can meet this criterion are:
  - Be enthusiastic about the course and discipline.
  - Demonstrate a positive and respectful attitude toward students, work with students to overcome obstacles to learning, and maintain a positive classroom-learning environment.
  - Design courses that explore the depth and breadth of the discipline, that are rigorous, challenging, and intellectually stimulating, that encourage students to think critically and independently.
  - Present classroom material in a clear and organized manner.
  - Set appropriate learning goals and objectives and communicate them clearly.
  - Respond effectively to student questions and encourage discussion, as appropriate, to maintain a supportive environment in the classroom.
  - Supplement formal classroom teaching with small group or individual instruction, tutorial/review sessions, visiting artist/scholar lectures and demonstrations, and individual student appointments as needed.
  - Evaluate students fairly and giving them timely and constructive feedback on all assignments, exams, research papers and presentations, and other assignments.
  - Provide students with appropriate training of equipment and techniques, and properly enforce departmental safety regulations in studio art classrooms/courses.

## 2) Evidence for Assessing Teaching

The above criteria for outstanding teaching will be assessed using:

- a. statement on teaching, which includes: a description of the candidate's teaching philosophy and methodologies; a description of how the items related to teaching listed above have been applied; an explanation of how his or her teaching has evolved during the review period; and a description of how the candidate has addressed any issues that have been brought up in student evaluations and/or visits by peers or the department chair;
- b. student course evaluations;
- c. the performance of students in subsequent courses;
- d. student comments (solicited and unsolicited);
- e. flyers, PR materials, confirmation emails, or any documentation of programming/activities related to the candidate's efforts in the area of teaching;
- f. any classroom observations by peers and the department chair the candidate chooses to include;
- g. annual evaluations, and;

- h. the third-year performance reviews.

The Department T&P Committee and the Department Chair will analyze these materials in order to get an overall picture of a candidate's teaching. These items will be used to determine a candidate's strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate's numerical and narrative evaluations across the curriculum, from introductory to advanced undergraduate and graduate courses.

After considering all the evidence provided by a candidate, the T&P Committee will determine whether the candidate's performance in teaching as "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".

## H. Research

### 1) Research Definitions, Standards & Criteria

*Research/Scholarship/Creative Activity.* The purpose of research/scholarship/creative activity is to make a substantive contribution to the body of knowledge and understanding in one's discipline. To qualify for tenure or promotion, a faculty member must have established a strong, consistent, and progressive program of research/scholarship/creative activity and must evidence a commitment to continue making contributions throughout his or her career.

**Strong research/scholarship/creative activity** requires continuous involvement in the research or creative process, and results in the dissemination of the research.

**Outstanding research/scholarship/creative activity** is an on-going process, in which faculty make a sustained contribution to the discipline, and can be demonstrated by meeting or exceeding the following criteria:

- Continuous involvement in research/scholarship/creative activity. The department expects that all faculty members will maintain an active research agenda, which includes the production of new research and discovery. Some examples of activities and achievements that can be used to meet this criterion are:
  - The production of a body of work;
  - Participation in studio art residencies;
  - Research visits to archives, libraries, art museums, or other institutions;
  - Analysis of primary and/or secondary research source materials
- Dissemination of original research/scholarship/creative activity. The department expects research/scholarship/creative activity to result in the dissemination of research through multiple avenues that target a variety of audiences. Some examples of activities and achievements that can be used to meet this criterion are:
  - Publications, such as articles or essays in respected refereed journals (print or digital); author or editor of chapters or books from recognized academic publishers, either as chapters in edited volumes, or as complete monograph.
  - Contributions to gallery education and didactic materials, such as a contribution to an exhibition or museum catalog or exhibition materials;
  - Exhibitions of art work in juried, group or solo exhibitions.

- Presentations of research/scholarship/creative activity at regional, national, or international professional meetings or institutions. This includes peer-reviewed scholarly presentations, conference paper presentations, panel presentations, or invitations to present artist workshops, lectures or gallery talks.
- Organizing and/or participating in sessions related to research/scholarship/creative activities at regional, national, or international conferences or academic institutions.
- Curating an exhibition of artwork at a professional gallery, university, museum, or other institution.
- Author or contribution to textbooks or publications related to the pedagogy of the discipline.
- Review of manuscripts for refereed professional journal or publisher, book reviews published in refereed professional journals, and review of grant proposals for foundations or major federal funding agencies, or exhibition reviews. (It should be noted that in the disciplines of Art & Art History reviews are considered scholarship, not service, due to the scholarly debate and discourse provided through the review.)
- Juried art publications (artwork selected for a database, image citation included in a book, journal, professional database or online source, etc.)
- External reviews or recognition of the research/scholarship/creative activity. Some examples of activities and achievements that can be used to meet this criterion are:
  - A solo exhibition of creative works; works selected for a distinguished group exhibition; or juried exhibitions.
  - Peer-reviewed publications, such as articles or essays in respected refereed journals (print or digital); author or editor of chapters or books from recognized academic publishers, either as chapters in edited volumes, or as complete monograph.
  - Peer-reviewed scholarly presentations, conference paper presentations, panel presentations, or invitations to present artist workshops, lectures or gallery talks.
  - Author or contribution to textbooks or refereed publications related to the pedagogy of the discipline.
  - Book reviews published in refereed professional journals.
  - Juried art publications (artwork selected for a database, image citation included in a book, journal, professional database or online source, etc.)
  - Juried studio art residencies.
  - An award or fellowship for research/scholarship/creative activity. <sup>[L]</sup><sub>[SEP]</sub>
  - Grant or research funding for research/scholarship/creative activity from a competitive faculty research scholarship, UT Tyler's Office of Sponsored Research, or from a regional, state, or <sup>[L]</sup><sub>[SEP]</sub>national level entity. <sup>[L]</sup><sub>[SEP]</sub>
  - Recipient of approved Faculty Development Leave.

## 2) Evidence for Assessing Research

The above criteria for outstanding research will be assessed using:

- a. a statement on research, which includes: a description of the candidate's research agenda, philosophy and methodologies; providing specific examples of how the items related to research listed above have been applied; an explanation of how the candidate's research has evolved during the review

period; and how the candidate addressed any issues that have been brought up in previous evaluations of the research;

- a. a portfolio of creative works (for studio art disciplines);
- b. publications;
- c. research awards;
- d. research funding/grant awards;

Art & Art History's approach to assessing research is qualitative. We recognize a wide variety of forms that a research agenda can take, and that each activity has many nuances, which must be assessed individually in order to fully understand the extent of an individual's research contribution to the discipline. The target audience (UT Tyler students and community, the profession/discipline, or the community at large), level or prestige of the research outlet, juror, award or host institution, should be considered when assessing the research/scholarship/creative activity of an individual. Further, the faculty maintain that Research/Scholarship/Creative Activity should be assessed and measured by experts and professionals within the discipline, and should include internal and external reviews, such as University of Texas at Tyler faculty from similar disciplines, as well as external reviews.

Further, it should be noted that the College Art Association Standards and Guidelines for the Retention and Tenure of Art Historians addresses the severe decline in research outlets for this discipline. An excerpt from the CAA standards is below. The full CAA Standards and Guidelines for the Retention and Tenure of Art Historians document can be found here: <http://www.collegeart.org/guidelines/tenure>

With the Modern Language Association, the American Council of Learned Societies, and other exponents of the humanistic disciplines in the United States, CAA observes a sudden and steep decline in the publication of scholarly books in the humanities in the United States. Respecting art history, the association notes with regret the recent cancellation or severe reduction of art-history lists by such eminent English-language presses as Cambridge University Press, Princeton University Press, and Ashgate. Other presses have skewed their lists in favor of topics with commercial potential, disregarding the full chronological and cultural spectrum of art history as it is practiced and taught.

Further, CAA affirms that the escalating cost of publication rights for photographs or digital media provided by museums, commercial archives, galleries, artists' estates, and other sources is an additional impediment to art historians who seek to publish the results of their research. In light of these developments, the College Art Association advises academic institutions that the well-documented "crisis" in scholarly publishing in the humanities is especially acute for art historians, and *threatens the integrity and continuity of the discipline if colleges and universities continue to insist on books as the chief criterion for tenure and promotion.*

CAA recommends that colleges and universities consider the following forms of publication (whether in print or electronic format) equivalent to single-authored books as vehicles of scholarly productivity:

- journal articles
- essays and substantial entries in museum collections or exhibition catalogues
- articles in conference proceedings
- unpublished manuscripts, whether or not under contract with a publisher



After considering all the evidence provided by a candidate, the T&P Committee will determine whether the candidate's performance in research as being "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".

## I. Service

### 1) Service Definitions, Standards & Criteria

To qualify for tenure or promotion, the candidate must display evidence of commitment to service to the University and to the profession and/or the civic community.

Excellent teaching and an active and successful research agenda should be the priority of tenure-track faculty; therefore service for faculty at the rank of Assistant Professor should be limited, and should be focused at the department level, and if possible should support their efforts in the area of teaching and research. Service can be demonstrated through a combination of the following activities:

- Service to the department through:
  - Attendance/participation in department-sponsored events (gallery talks/receptions, visiting scholar lectures, visiting artist demonstrations, symposia, recruitment events, etc.), and in support of academic programs (portfolio review, graduate research presentation and reviews, etc.)
  - Serve on department committees, as assigned;
  - Attend most department meetings and carry out tasks, as assigned;
  - Participation in course and/or program assessment as assigned;
  - Student advising, as assigned
- Service on university and college committees as a member or chair, as assigned; attend most meetings and carry out assigned tasks.
- Service to the profession and/or community, which may include:
  - Providing professional expertise to professional, civic, state, or local organizations
  - Serving as chair of a university or college committee<sup>[SEP]</sup>
  - Demonstrate leadership by service as chairperson, director, coordinator, or officer of local/regional/national professional or civic committee, group or association, or other service in <sup>[SEP]</sup>an outreach endeavor<sup>[SEP]</sup>
  - Acting as a sponsor or organizer for a conference or symposium
  - Serving as an official advisor to a student organization
  - Serving as a program coordinator and/or advisor
  - Consulting work (paid or unpaid) in the community <sup>[SEP]</sup>
  - Active in student recruitment activities beyond departmental annual recruitment events <sup>[SEP]</sup> (e.g. participating in university orientation days, visiting local schools, etc.)
  - Service in an executive office of a professional organization at the state, national, or international level
  - Serving as a reviewer for grant proposals for the university, foundations, or major federal funding agencies

### 2) Evidence for Assessing Service

The above criteria for service will be assessed using:

- a. a statement on service, which should include: a description of the candidate’s service activities and philosophy; an explanation of how the candidate’s service has evolved during the review period; and an explanation of how the candidate addressed any issues that have been brought up in previous evaluations of the service record;
- a. department, college, university service rosters;
- b. letters or emails documenting service activities;
- c. other service artifacts

After considering all the evidence provided by a candidate, the T&P Committee will determine whether the candidate’s performance in service as being “Outstanding”, “Strong”, “Satisfactory” or “Below Satisfactory”.

J. Collegiality

The department defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies and guarantees faculty the right to support any colleague whose academic freedom is threatened. Collegiality is a professional, not personal, criterion relating to the performance of duties within the department. Collegiality should not be confused with sociability, likability, or conformity to certain views. Instead collegiality addresses such issues as the candidate’s compatibility with departmental missions and goals, an ability and willingness to work cooperatively within the department and college, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students. The T&P Committee will determine whether the collegiality of the applicant is satisfactory or not.

K. Appointments with Tenure

The same criteria that apply to promotion to a given rank will also apply for initial appointment to that rank. These criteria recognize three broad areas of academic activity: teaching, research/creative activity, and service. Tenured appointments at the level of Associate Professor and Professor, including administrators holding faculty status, may be made when the appointed faculty member meets the tenure criteria for the University, the college, and the department. A recommendation for appointment of a faculty member with tenure is made to the Provost and Vice President for Academic Affairs. The recommendation requires the concurrence of the majority of tenured faculty in the department, the chair of the department, and the Dean.

F. Periodic Performance Evaluations (Post-Tenure Review)

The Department of Art & Art History will follow the procedures for periodic performance evaluations described in the HOP section 3.3.6. Final approve of an appointment with tenure is given by the Board of Regents of the University of Texas System.

G. Non-Tenured Appointments

1) Non-Tenure Track Titles for Faculty with a Terminal Degree

- a. Assistant Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction. These titles designate nontenure-track faculty primarily engaged in instruction. Appointments to the faculty with a Professor of Instruction title track may be with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.

- b. Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice. These titles designate faculty with or without a terminal degree who are qualified to teach by virtue of professional experience in lieu of typical academic credentials. Appointments to the faculty with a Professor of Practice title track may be with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.
  - c. Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor. These titles are used only for the temporary appointment of persons who are either visiting from other institutions where they hold similar ranks or are appointed by the University on a trial basis. Such appointments are subject to annual review and are limited to two (2) years.
- 2) Non Tenure-Track Titles for Faculty Without a Terminal Degree
- a. Lecturer, Senior Lecturer, Distinguished Lecturer. These titles designate non tenure-track faculty without a terminal degree primarily engaged in teaching. Appointments to the faculty with these titles may be with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.
  - b. Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice. These titles designate faculty with or without a terminal degree who qualified to teach by virtue of professional experience in lieu of typical academic credentials. Appointments to the faculty with a Professor of Practice title may be with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.
- 3) Appointment and Promotion of Non Tenure-Track Faculty
- a. Criteria for Appointment or Promotion of Non Tenure-Track Faculty
    - i. Lecturer  
Appointment to the rank of Lecturer requires the individual to meet the following special qualifications: either 1) a Master's degree in the discipline and five consecutive years of professional employment and/or experience directly related to the discipline or 2) ten consecutive years of professional employment and/or experience directly related to the teaching discipline.
    - ii. Senior Lecturer  
Promotion from Lecturer to Senior Lecturer requires at least five years of teaching experience in which the applicant has "Exceeded Expectations" or "Met Expectations" in annual evaluations of teaching each year, and faculty must provide evidence of a strong record in teaching.
    - iii. Distinguished Lecturer  
Promotion from Senior Lecturer to Distinguished Lecturer requires at least five years of consecutive teaching experience in which the applicant has "Exceeded Expectations" in annual evaluations of

teaching and other ways that their “teaching experiences and qualifications demonstrate extraordinary service and performance”.

- iv. Assistant Professor of Instruction  
Appointment to the rank of Assistant Professor of Instruction requires that individuals hold the highest earned degree or its equivalent appropriate to the discipline.
- v. Associate Professor of Instruction  
Promotion from Assistant Professor of Instruction to Associate Professor of Instruction requires at least five years of teaching experience in which the applicant has “Exceeded Expectations” or “Met Expectations” in in annual evaluations of teaching each year, and faculty must provide evidence of a strong record in teaching.
- vi. Professor of Instruction  
Promotion from Associate Professor of Instruction to Professor of Instruction requires at least five years of consecutive teaching experience in which the applicant has “Exceeded Expectations” in annual evaluations of teaching and other ways that their “teaching experiences and qualifications demonstrate extraordinary service and performance”.
- vii. Assistant Professor of Practice  
Appointment to the rank of Assistant Professor of Practice requires that individuals hold the highest earned degree or its equivalent appropriate to the discipline or for the individual to meet the following special qualifications: either 1) a Master's degree in the discipline and ten consecutive years of professional employment and/or experience directly related to the discipline or 2) fifteen consecutive years of professional employment and/or experience directly related to the teaching discipline.
- viii. Associate Professor of Practice  
Promotion from Assistant Professor of Practice to Associate Professor of Practice requires at least five years of teaching experience in which the applicant has “Exceeded Expectations” or “Met Expectations” in annual evaluations of teaching each year, as well as five years of service experience in which the applicant has “Exceeded Expectations” or “Met Expectations” in in annual evaluations of service each year, and faculty must provide evidence of a strong record in teaching and service.
- ix. Professor of Practice  
Promotion from Associate Professor of Practice to Professor of Practice requires at least five years of teaching experience in which the applicant has “Exceeded Expectations” in annual evaluations of teaching each year, as well as five years of service experience in which the applicant has “Exceeded Expectations” in annual evaluations of service each year and other ways that their “teaching experiences and qualifications demonstrate extraordinary service and performance”.

b. Timeline for Promotion of Non Tenure-Track Faculty

- i. Non tenure-track faculty intending to apply for promotion must notify the department chair by May 1 prior to the review.

- ii. The review of the applicant's dossier will begin on the following September 1, and will conclude by the end of the academic year. The applicant will be notified of the final decision by the end of the academic year.
- c. Dossier for Promotion of Non Tenure-Track Faculty
  - i. Application for promotion of non tenure-track faculty will include a CV and documentation of professional accomplishments in the area of teaching as outlined in the performance guidelines for teaching. Those seeking promotion to Associate Professor of Practice or Professor of Practice will also include documentation of professional accomplishments in the area of service as outlined in the performance guidelines for service. All reviews will utilize Faculty 180.
- d. Committees & Review Process for Promotion of Non Tenure-Track Faculty
  - i. All cases for promotion shall pass sequentially through the recommendation levels as described below.
  - ii. Faculty eligible to vote are those of higher rank than the faculty member being considered for promotion. Where there are fewer than three eligible faculty in a department, the dean, in consultation with the candidate, will select eligible faculty from similar or related departments.
  - iii. The eligible faculty of the department shall vote by secret ballot on the promotion of the faculty member being considered. The outcome of the vote and the vote count shall be recorded.
  - iv. The appropriate administrator at each level of review shall inform the faculty member in writing of the vote or recommendation before the file is sent forward to the next level.
  - v. No person shall serve as a voting member of any promotion committee during an academic year in which he or she is under consideration for promotion, nor shall any individual make a vote or recommendation on his or her promotion nomination.
  - vi. Voting members shall leave the room during deliberations on a faculty member with whom they share a significant personal or professional relationship and shall abstain from voting or making a recommendation concerning that faculty member.

*Departmental Faculty Recommendation.* For all cases of promotion that are reviewed at the departmental level, there shall be a recommendation and a record of votes of faculty qualified to participate. The department review committee must include at least one non tenure-track faculty member that is at or above the rank the applicant is seeking. If there is no eligible faculty member within the department, someone from the college or university may serve on the committee. That recommendation and vote shall be forwarded to the department chair.

*Department Chair.* The vote of the qualified faculty in the department is advisory to the department chair. After making an independent judgment on the promotion, the chair shall submit his or her

recommendation and written summary to the chair of the college committee. The department chair will notify the affected faculty member if his or her recommendation differs from that of the department faculty. In cases where the chair's recommendation and that of a departmental faculty differ, the faculty may submit a dissenting report to the college committee.

*College Committee.* Committee members shall individually review the file of the faculty member being reviewed, taking into consideration the departmental criteria and guidelines for promotion. The recommendation of the members and a vote count are recorded and forwarded by the committee chair to the dean along with the file of the faculty member and the department chair's recommendation and summary. Committee members shall leave the room during deliberations on a faculty member with whom they share a significant personal or professional relationship and shall abstain from voting on or making a recommendation concerning that faculty member.

*Dean.* The dean, after review of the faculty member's file and, if appropriate, consultation with the department faculty, department chair, and college committee, prepares his or her recommendation. Before submitting the recommendation to the Provost and Vice President for Academic Affairs, the dean will notify the affected faculty member of his or her recommendation and provide him or her a copy of the college committee's recommendations.

*Provost and Vice President for Academic Affairs.* After review of all materials and consultation with the dean and any other appropriate individuals or groups, the Provost and Vice President for Academic Affairs will prepare his or her recommendation regarding promotion. The Provost and Vice President for Academic Affairs will notify the candidate of his or her recommendation. The Provost and Vice President for Academic Affairs' recommendation, along with all previous recommendations, shall be forwarded to the President.

*President.* After review of all recommendations, the President will prepare his or her recommendation regarding promotion. The President will notify the affected faculty member of his or her recommendation and provide the candidate an opportunity, within two weeks of notice, to discuss the recommendation.

e. Performance Guidelines for Promotion of Non Tenure-Track Faculty

i. Teaching

To qualify for promotion, non tenure-track faculty members must have a consistent pattern of effectiveness in teaching. Promotion will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. Thus, it is vital that information

concerning teaching effectiveness, gathered from multiple and flexible assessment methods, be part of the promotion review.

**Strong teaching** is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Moreover, it is a process that elevates students to a level where they learn deeply and remarkably because of a teacher's efforts and attributes. An **outstanding teacher** makes a positive contribution to the learning environment by providing exceptional energy, keen interest in students and subject area, and meets or exceeds the following criteria:

- **Maintain knowledge, mastery, and currency of the discipline, and the pedagogy for teaching it.** The department expects that all faculty members have a deep understanding of their sub-discipline and a broad, general knowledge of the discipline. Faculty should stay current with developments in their field and incorporate new knowledge into their classroom teaching. Faculty should also strive in their classes, as appropriate, to show connections to and applications of fine art in a broader context. Some examples activities and achievements that can be used to meet this criterion are:
  - Possesses thorough knowledge of subject matter and demonstrate a contagious enthusiasm for it.
  - Regularly follow intellectual developments in the discipline and related fields by attending conferences where knowledge of new discoveries in the discipline and/or new pedagogies for teaching are presented, and by reading journals and books specific to the discipline and/or the disciplines pedagogy.
  - Regularly incorporate new progress in the discipline into the classroom by going further than the standard textbook materials in the classroom.
  - Actively conduct research in the discipline and develop important and original thoughts on the subject specialty.
- **Maintain a commitment to teaching excellence.** The department requires that successful candidates demonstrate a strong commitment to teaching excellence at both undergraduate and graduate levels. Some examples of activities and achievements that can meet this criterion are:
  - Make student learning the highest priority.
  - Create opportunities for undergraduate research projects, new internship opportunities, or new internship partnerships.
  - Effectively teach departmental courses at the undergraduate and graduate level.

- Engage in teaching enhancement activities like workshops, forums, and conferences that develop teaching skills.
  - Pursue teaching and learning as scholarly activities.
  - Invite and accept feedback to improve teaching.
  - Try new techniques to promote student learning.
  - Actively engage in self-reflection to develop and/or improve course curriculum, assignments, and teaching strategies.
  - Regularly reflect and act upon student teaching evaluations and feedback from visits by peers and the chair to improve pedagogy.
  - Receive teaching awards or other teaching related recognitions.
  - Participate in departmental program and curricular development.
- **Maintain a commitment to student success:** The department requires that successful candidates demonstrate a strong commitment to student success and engage students in the learning process. Some examples of activities and achievements that can meet this criterion are:
    - Be enthusiastic about the course and discipline.
    - Demonstrate a positive and respectful attitude toward students, work with students to overcome obstacles to learning, and maintain a positive classroom-learning environment.
    - Design courses that explore the depth and breadth of the discipline, that are rigorous, challenging, and intellectually stimulating, that encourage students to think critically and independently.
    - Present classroom material in a clear and organized manner.
    - Set appropriate learning goals and objectives and communicate them clearly.
    - Respond effectively to student questions and encourage discussion, as appropriate, to maintain a supportive environment in the classroom.
    - Supplement formal classroom teaching with small group or individual instruction, tutorial/review sessions, visiting artist/scholar lectures and demonstrations, and individual student appointments as needed.
    - Evaluate students fairly and giving them timely and constructive feedback on all assignments, exams, research papers and presentations, and other assignments.
    - Provide students with appropriate training of equipment and techniques, and properly enforce departmental safety regulations in studio art classrooms/courses.



- **Experiences and qualifications that demonstrate extraordinary service and performance in the area of teaching include:**
  - Recognition of sustained excellence in teaching through an award from UT System or a national organization related to excellence in teaching in the discipline.
  - Record of supporting student learning and research through sustained participation in special opportunities, such as student presentations at state/national/international conferences, or student exhibitions at state/national/international exhibitions.
  - Record of creating unique and sustained programming that supports students learning or research, such as the organization of student research opportunities, symposia, travel study, etc.

The above criteria for outstanding teaching will be assessed using:

- b. statement on teaching, which includes: a description of the candidate's teaching philosophy and methodologies; a description of how the items related to teaching listed above have been applied; an explanation of how his or her teaching has evolved during the review period; and a description of how the candidate has addressed any issues that have been brought up in student evaluations and/or visits by peers or the department chair;
- i. student course evaluations;
- j. the performance of students in subsequent courses;
- k. student comments (solicited and unsolicited);
- l. flyers, PR materials, confirmation emails, or any documentation of programming/activities related to the candidate's efforts in the area of teaching;
- m. any classroom observations by peers and the department chair the candidate chooses to include;
- n. annual evaluations, and;
- o. the third-year performance reviews.

The Department Promotion Review Committee and the Department Chair will analyze these materials in order to get an overall picture of a candidate's teaching. These items will be used to determine a candidate's strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate's numerical and narrative evaluations across the curriculum, from introductory to advanced undergraduate and graduate courses.

After considering all the evidence provided by a candidate, the Promotion Review Committee will determine whether the candidate's performance in teaching as "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".

ii. Service

To qualify for promotion, candidate's with a service assignment must display evidence of commitment to service to the University and to the profession and/or the civic community. Service can be demonstrated through a combination of the following activities:

- Service to the department through:
  - Attendance/participation in department-sponsored events (gallery talks/receptions, visiting scholar lectures, visiting artist demonstrations, symposia, recruitment events, etc.), and in support of academic programs (portfolio review, graduate research presentation and reviews, etc.)
  - Serve on department committees, as assigned;
  - Attend most department meetings and carry out tasks, as assigned;
  - Participation in course and/or program assessment as assigned;
  - Student advising, as assigned
- Service on university and college committees as a member or chair, as assigned; attend most meetings and carry out assigned tasks.
- Service to the profession and/or community, which may include:
  - Providing professional expertise to professional, civic, state, or local organizations
  - Serving as chair of a university or college committee<sup>[SEP]</sup>
  - Demonstrate leadership by service as chairperson, director, coordinator, or officer of local/regional/national professional or civic committee, group or association, or other service in <sup>[SEP]</sup>an outreach endeavor<sup>[SEP]</sup>
  - Acting as a sponsor or organizer for a conference or symposium
  - Serving as an official advisor to a student organization
  - Serving as a program coordinator and/or advisor
  - Consulting work (paid or unpaid) in the community <sup>[SEP]</sup>
  - Active in student recruitment activities beyond departmental annual recruitment events <sup>[SEP]</sup>(e.g. participating in university orientation days, visiting local schools, etc.)
  - Service in an executive office of a professional organization at the state, national, or international level

- Serving as a reviewer for grant proposals for the university, foundations, or major federal funding agencies
- **Experiences and qualifications that demonstrate extraordinary service and performance in the area of service include:**
  - Record of sustained commitment to student recruitment, which includes participation in department/college/university recruitment events, recruitment visits to regional K-12 schools, and recruitment visits to regional colleges.
  - Record of sustained commitment to community engagement through service, such as active involvement with or service to regional arts organizations, or participation in community events and programming sponsored by the department.
  - Record of creating and overseeing unique and sustained programming focused on community engagement for the department.

### 3) Evidence for Assessing Service

The above criteria for service will be assessed using:

- b. a statement on service, which should include: a description of the candidate's service activities and philosophy; an explanation of how the candidate's service has evolved during the review period; and an explanation of how the candidate addressed any issues that have been brought up in previous evaluations of the service record;
- d. department, college, university service rosters;
- e. letters or emails documenting service activities;
- f. other service artifacts

After considering all the evidence provided by a candidate, the T&P Committee will determine whether the candidate's performance in service as being "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".