

Department of Art + Design

CRITERIA FOR PROMOTION AND TENURE

*Effective Academic Year 2023-24
Revised December 2022*

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Department of Art + Design
Criteria for Promotion and Tenure
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Department PRT Committee Membership

If there is no tenured faculty member in the candidate's major field (art education, art history, graphic design, studio art, etc.) on the committee, a non-voting representative from the A-State tenured faculty may be requested.

General Guidelines for the Committee

The Art + Design PRT Committee will adhere to the deadlines set by the College PRT Committee and the University PRT Committee.

All matters considered by the ADPRTC will be held in strict confidence. All votes will be taken by secret ballot. All documents and supporting data are confidential. The entire ADPRTC shall review all outgoing correspondence including justifications, reports, and letters.

During Committee meetings, each member will contribute to the discussion of each candidate. During deliberation, any voting Committee member may request reconsideration and revote on tenure, promotion, or reappointment at any time. Following discussion, the Committee will vote via secret ballot to support or deny recommendation for the candidate. No voting member of the committee shall abstain. If a permissible conflict of interest exists, including those laid out in the Faculty Handbook, the voting member must obtain permission from the Department Chair at least two weeks prior to the review/vote meeting. A simple majority (minimum 3 of 5) is required. Votes will be tallied by the Committee Chair and then destroyed.

Promotion and Tenure requests are evaluated based on effectiveness in the following four areas of performance.

1. Possession of the terminal degree appropriate to discipline and field. Without the terminal degree, an individual normally may be employed only as an instructor on a one-year (non-tenure-track) contract.
2. Teaching, as outlined in the Appendices A-D.
3. Professional, scholarly, or creative work, as outlined in the Appendices A-D.
4. Service activities, as outlined in the Appendices A-D.

In the Department of Art + Design, the four areas will be assessed as follows:

I. Criteria for promotion to Assistant Professor.

- A. Possession of the appropriate terminal degree in a tenure-track line.
 1. The rank of Instructor is awarded as a temporary appointment. Faculty at the Instructor rank who complete requirements for the terminal degree should provide the Department Chair with evidence of completion. In this case, it is not necessary to apply for promotion. Upon favorable recommendation by the Departmental Chair and the Dean of The College of Fine Arts and approval by the Executive Vice Chancellor and Provost (EVC/P) promotion to the rank of Assistant Professor will be granted, effective immediately.)
 2. Please note that if promotion to Assistant Professor occurs after August 1, the entire year is counted towards tenure.
- B. Demonstrated ability as an effective teacher as measured by long term regular and recent evaluations by students or peers and/or other evidence of teaching-related achievement.

- C. Evidence of professional promise as demonstrated by professional, scholarly or creative work appropriate to the discipline or field.
- D. Involvement in service activities within the department, college, university, community, state or nation.

II. Criteria for promotion to Associate Professor.

- A. Possession of terminal degree or equivalent as in criteria above.
- B. Established record as an effective teacher as measured by evidence of the faculty member's sustained commitment to continuous improvement, evidence of faculty or student achievement, long-term recent and recurring positive evaluations by peers, chairs, or area heads, and long-term recent and recurring student evaluations in the ≥ 3.9 range.
- C. Established record of long-term, regular, and recent professional scholarly or creative work as defined by the faculty member's area/specialization in the professional criteria (see Appendices).
- D. Long-term, regular, and recent involvement and leadership in service activities within the department, college, university, community, state, nation, or to the profession.

For promotion to Associate Professor, it is recommended that the faculty member apply no earlier than the completion of their third year as an Assistant Professor.

III. Criteria for promotion to Professor.

Following the Performance Standards set forth in the CLAC Criteria for Promotion, Retention, and Tenure, a faculty member may weight B, C, and D, with some contribution in all three areas, and none at zero.

- A. Possession of terminal degree or equivalent as in criteria above.
- B. Outstanding record as an effective teacher as measured by evidence of the faculty member's sustained commitment to continuous improvement, evidence of faculty or student achievement, long-term recent and recurring positive evaluations by peers, chairs, or area heads, and long-term recent and recurring student evaluations in the ≥ 3.9 range.
- C. Evidence of outstanding achievement demonstrated by long-term, regular, and recent professional scholarly or creative work as defined by the faculty member's area/specialization in the professional criteria (see Appendices).
- D. Long-term, regular, and recent leadership and effective participation in service activities within the department, college, university, community, state, nation, or to the profession.

Faculty members seeking promotion to the rank of Full Professor should have a minimum of five years in rank as an Associate Professor.

IV. Criteria for Tenure

- A. Tenure is granted only to full-time faculty above the instructor rank who have proven themselves over a period of time. Tenured faculty may expect to continue in their academic position unless adequate cause for dismissal is demonstrated in fair, objective hearings, according to the procedure of due process.
- B. Persons initially appointed as assistant professors or higher must be reviewed for tenure no later than the completion of their sixth year, and tenure must be granted with completion of their seventh year. Early tenure application is possible, but it is normally reserved for persons employed with such an agreement in their initial contract. Time spent at instructor rank will not be credited to the pre-tenure probationary period required by those ranks in which tenure may be earned.

- C. Tenure represents a major commitment and one of the most important decisions made within the university. Tenure may be awarded when the faculty member's record in teaching, research, and service, and the extent to which the individual serves the mission of the department, the college, and university demonstrates that they have proven themselves over time.
- D. **Third-Year Pre-tenure Review***
A Comprehensive Pre-Tenure Review will be implemented in the third year of employment at A-STATE for all pre-tenure faculty regardless of rank. This review will require that all pre-tenure faculty members submit documentation of performance in the areas of teaching, scholarly activities, and service using the tenure application format. The Department PRT Committee, the Department Chair, and the Dean will formally review this documentation and provide appropriate feedback to each third-year, pre-tenure faculty member regarding their progress toward tenure.
- E. **Application for Early Tenure***
Since it is unusual for a faculty member to amass a record of performance that reflects exemplary productivity in less time than the standard probationary period, accelerated tenure is rare. However, any faculty member has the right to submit an application seeking tenure during any application period in which they can clearly demonstrate meeting the performance criteria that would be expected during the mandatory review. If a faculty member fails to earn tenure in this accelerated review cycle, he/she/they may apply for tenure again only in the sixth year of the pre-tenure cycle.
- F. Promotion and/or tenure from rank to rank is based on merit and will not automatically be granted based on time in rank. Merit will be evaluated by examining each faculty member's teaching effectiveness, professional, scholarly, or creative work, and service activities. It should be clearly understood that each of these areas is important, but individuals do not need to be outstanding in each area. Because of the diverse nature of art, it is not possible to set a minimum number of activities required for promotion or tenure; however, the art department insists on long-term, regular, and recent involvement.

APPENDIX A

Definitions of Activities for Advancement - Studio Art Faculty

In addition to the Terminal Degree, Instruction, Time in Rank, and Performance Standards defined in the CLAC Criteria for Promotion, Retention, and Tenure Document found at <https://www.astate.edu/college/liberal-arts/>, the Department of Art + Design Professional Criteria for Teaching, Research and Creative Activities, and Service are further defined as follows:

Teaching

Studio art combines classroom, lab, program assessment, and co-curricular activities. Studio classes teach the history, aesthetic, conceptual, and historical components of a given medium as defined in the department mission, program learning outcomes, and the current bulletin. Studio faculty are expected to actively engage in program assessments, including review and senior show. Studio faculty are required to supervise and maintain a safe studio/lab environment that encourages student to work outside of class. Studio faculty are also required to expose students to the profession through innovative teaching practices and co-curricular activities.

Excellence in teaching combines consistent student results/products, and proof of efforts to improve teaching and learning in an innovative and rigorous pedagogy. Examples of innovation include, but are not limited to, continuous improvement in pedagogy, improvement of assessment (course or program), creating impactful student engagement activities, implementing high-impact practices, and enhancing co-curricular activities. Studio faculty are encouraged to include internal and external peer reviews of their teaching. Student evaluations should make up no more than 20% of the overall score.

Evidence of excellence in teaching includes, but is not limited to, portfolios of student work, student achievements and awards, external peer reviews of teaching, department chair teaching review, teaching awards, written reflection of continuous improvement, as well as student evaluations and course materials.

Research

For studio faculty, creative activity is equivalent to scholarly publication. Research in studio art might include, but is not limited to, creation of artworks, presentations, performances, portfolios, demonstrations, workshops, exhibits, grants, fellowships, residencies, curatorial work, commissions, consulting, etc. Each faculty member must demonstrate the value of all their research. Though it is expected that studio faculty have multiple activities each year, quality and impact will outweigh quantity.

Excellence in quality research includes activity of significant scope, complexity, and/or impact. Significance may be determined by intended audience (international, national, regional), category (solo, group, invitational, collaboration, etc.), selection process (juried, invitational, nominated, competitive, etc.), venue (museum, gallery, non-profit, non-traditional, digital, etc.), stature (reputation of the above), audience participation (hits, downloads, attendance). Studio faculty are encouraged to present a range of activities that includes, but is not limited to, some type of jury process. Blind invitational exhibitions, as well as juried shows, are considered peer-reviewed activities.

Evidence of excellence in research includes, but is not limited to, the exhibition, presentation, or purchase of artwork, awards relating to research, funded internal or external grants, acceptance to juried fellowships or residencies, publication/publicity including catalogues, interviews, and critical reviews. Collaborations with students may be listed in teaching as well as in research when the specific project reaches professional levels.

Service

In addition to the CLAC PRT description of community service, studio faculty may also include donations of artwork, or any related gift of creative effort. It is expected that studio faculty are engaged with department, college, university, community, and professional service.

Excellence in service includes committee leadership, active collaboration, and quality results.

Evidence of excellence in service includes, but it not limited to, committee membership, committee chairpersonship, and a written statement detailing work completed.

APPENDIX B

Definitions of Activities for Advancement - Art History Faculty:

In addition to the Terminal Degree, Instruction, Time in Rank, and Performance Standards defined in the CLAC Criteria for Promotion, Retention, and Tenure Document found at <https://www.astate.edu/college/liberal-arts/>, the Department of Art + Design Professional Criteria for Teaching, Research and Creative Activities, and Service are further defined as follows:

I. Research (Must be associated with fields of art, art history, or architecture.)

A. Publications

Significance: Outstanding achievement; indicates scholarly work in the field of art history.

(Note: The refereeing process used by major publishers is sufficient to justify the relevance and value of the work.)

1. A single-authored monograph or a catalog that represents a serious contribution to art historical discourse published by a major press or chapters in books (not including textbooks). Major press should be given consideration over private press. Self-published books should not carry any weight.
 - a. Chapters in books (not including textbooks) or essay in larger volume published by a major press with international distribution.
 - b. Scholarly articles in published in refereed journals or in online refereed publications.
 - c. Participation in wider academic publishing projects, including encyclopedia or catalog entries, contributing articles to specific volumes, or editing a larger work. Since the invitation to participate in these types of projects signifies standing in the field, these contributions should also be considered within the range of juried publications.
2. Article in non-refereed journals
3. Textbooks or chapters in textbooks
4. Book reviews, and other related items.

**In this category, textbook reviews are considered as service to the profession.*

B. Papers Presented

Significance: Outstanding achievement; indicates presentation of research in a scholarly forum.

(Note: The significance of content and selection process should be considered in the process of reviewing such presentations. The stature of the meetings should also have greater weight than the location.)

1. International and national professional meetings
2. Regional meetings
3. State meetings
4. Local meetings

C. Public Lectures

Significance: Good achievement; indicates a certain degree of regional prominence and/or the development of a prominent reputation in this or another region. (Note: The venue should be considered and ranked.)

D. Other items

Significance: Good achievement; indicates recognition by others of scholarly work and initiative. Grants and awards are an indication of standing in the field. In addition to traditional grants and research awards, when a book, exhibition, or article receives an award, this should signify high merit since relatively few awards are established for the field of art history.

E. Grants:

1. National (such as an NEH Grant which is peer-reviewed)
2. Internal to the University

II. Research Proposals (funded only)

APPENDIX C

Definitions of Activities for Advancement - Graphic Design Faculty:

In addition to the Terminal Degree, Instruction, Time in Rank, and Performance Standards defined in the CLAC Criteria for Promotion, Retention, and Tenure Document found at <https://www.astate.edu/college/liberal-arts/>, the Department of Art + Design Professional Criteria for Teaching, Research and Creative Activities, and Service are further defined as follows:

Teaching

Graphic Design combines classroom, lab, program assessment, and co-curricular activities. Design classes teach the aesthetic, conceptual, and historical components of a given medium/digital platform, as well as cultivation of a student's research skills, problem solving abilities, and visual literacy, as defined in the department mission, program learning outcomes, and the current bulletin. Faculty are expected to actively engage in program assessments, including review and any capstone course exhibition – online or in-person. Faculty must supervise and maintain a safe studio/lab environment that encourages students to work outside of class. Faculty must also expose students to the profession through innovative teaching practices and co-curricular activities.

Excellence in teaching combines consistent student results/products and proof of efforts to improve teaching and learning in innovative and rigorous pedagogy. Examples of innovation include, but are not limited to, continuous improvement in pedagogy, improvement of assessment (course or program), creating impactful student engagement activities, implementing high-impact practices, and enhancing co-curricular activities.

Evidence of excellence in teaching includes, but is not limited to, portfolios of student work, student achievements and awards, external peer reviews of teaching, department chair teaching review, teaching awards, written reflection of continuous improvement, as well as student evaluations and course materials.

Research

For design faculty, creative activity is as important as traditional scholarly publication and presentation. Research in the design field might include, but is not limited to, creation of artwork, presentations, client work, portfolios, demonstrations, workshops, exhibits, grants, consulting, fellowships, and residencies. Each faculty member must demonstrate the value of all their research. Though it is expected that faculty have multiple activities each year, quality and impact will outweigh quantity.

Excellence in quality research includes activity of significant scope, complexity, and/or impact. Significance may be determined by intended audience (international, national, regional), category (solo, group, invitational, collaboration, etc.), selection process (juried, invitational, nominated, competitive, etc.), venue (museum, gallery, non-profit, non-traditional, digital, etc.), stature (reputation of the above), and audience participation (hits, downloads, attendance). Faculty are encouraged to present a range of activities that includes, but is not limited to, some type of jury process. Blind invitational exhibitions, as well as juried shows, are considered peer-reviewed activities. Presentations at peer-reviewed academic conferences and publication in peer-reviewed journals are also examples of excellence in research.

Significance of client work may be similarly evaluated per intended audience (international, national, regional), participation in creation (solo or in collaboration with other professionals), stature (reputation of client/brand), and evidence of success per project objectives. Client work includes non-profits, even if design faculty complete the work as a donation. Recognition for significant client work may also be achieved if client is obtained by the faculty member and/or the work earns a significant award recognized by the profession.

Evidence of excellence in research includes, but is not limited to, the exhibition, presentation, or purchase of work, awards relating to research, funded internal or external grants, acceptance to juried fellowships or residencies, publication/publicity including catalogues, interviews, and critical reviews – either online or in print. Collaborations with students may be listed in teaching as well as in research when the specific project reaches professional levels.

Service

It is expected that design faculty are engaged with department, college, university, community, and professional service.

Excellence in service includes committee leadership, active collaboration, and quality results. Evidence of excellence in service includes, but it not limited to, membership and active engagement with any department, college, and/or university committee. Faculty members in all roles are encouraged to provide a written statement detailing work completed.

Association with and service to community outreach efforts and student groups is also notable service. Evidence of substantial involvement in professional organizations or venues such as AIGA, UCDA, ICOGRADA, AAF, SECAC, CAA, among others, will be recognized as significant service.

APPENDIX D

Definitions of Activities for Advancement – Art Education Faculty:

In addition to the Terminal Degree, Instruction, Time in Rank, and Performance Standards defined in the CLAC Criteria for Promotion, Retention, and Tenure Document found at <https://www.astate.edu/college/liberal-arts/>, the Department of Art + Design Professional Criteria for Teaching, Research and Creative Activities, and Service are further defined as follows:

Research

Art Education faculty members will be expected to publish, make presentations and/or exhibit creative works of art. Publications and presentations must be in art education, art, or art history journals and forums. The significance of publications and presentations will adhere to the same standards as Art History faculty members. The significance of creative achievement will adhere to the standards of the Studio Art faculty members.

Service

Service will be considered the same way as for all art faculty members except that additional service will be expected in the College of Education.

Teaching

Teaching will be considered the same as for other areas in the department.

Note

Art Education faculty members are evaluated in all three areas by the College of Education, as well as by the Department of Art, for Tenure, Retention and Promotion. However, this does not apply to Merit.