

**Department of Art – Revised Promotion and Tenure Guidelines**  
**December 17, 2012**

Promotion and tenure are among the most important decisions made by departmental personnel committees and administrators. The Department of Art's guidelines for promotion and tenure are intended to encourage development of faculty as teachers, as professional contributors to their fields of study, and as providers of service to the department, the university, their professions, and beyond.

Minimum qualifications for promotion and tenure are stated in the Faculty Handbook. The following guidelines augment those minimal criteria and make them more explicit. The Department of Art expects that faculty members will meet or exceed each of the three major categories of performance: Teaching, Scholarship, and Service.

The Department of Art's promotion and tenure guidelines reflect individual differences in abilities and interests.

Additionally, faculty members are expected to demonstrate professionalism in all scholarship, teaching and service activities and to engage in shared governance via constructive and meaningful debate and discussion. Faculty members must show mutual respect for colleagues, staff and students. Faculty members must be involved in departmental activities that benefit the overall unit and make positive contributions to the welfare of the department. They must show respect for colleagues with differing viewpoints and demonstrate the ability to work towards compromise as needed for the welfare of the department, the college, and the university. Sustained professional comportment is one of the minimum requirements for promotion, tenure and post-tenure review.

*Scholarship*

It is the desire of the Department of Art to be forward-thinking in its definition of scholarship. The department recognizes scholarship as a sustained, ongoing program of rigorous scholarly research or creative inquiry that engages with broader conversations in the discipline, the products of which are distributed in peer-reviewed venues with international, national, or regional impact. Peer review may take various forms, including jurying, invitation, curation, commissions, or selection from a large pool of applicants. The quality of scholarship will be judged more critically than the quantity, and the context and impact of scholarship will be given careful consideration. All tenure track members of the faculty must meet a minimum level of

productive output in this category. In their application documents, the faculty member will make the case for the significance of the various products of their scholarly program, with the final outcome to be determined by the DPC and Chair.

The products of scholarship may include, but are not limited to, the following:

- Articles included in peer-reviewed publications.
- Books (authored or edited) published on academic or other recognized presses.
- Serving as author or editor of exhibition catalogs or exhibition catalog essays.
- Curating exhibitions.
- Exhibiting work (solo or group).
- Receipt of external funding to support scholarship.
- Developing and implementing public or community-based projects.
- Receipt and completion of art and design commissions.
- Having studio, design, or other work reproduced or reviewed in publications with regional, national or international circulation.
- Presentations of professional work, such as conference presentations or visiting artist lectures.
- Awards from regional, national, or international competitions or organizations.

### *Teaching*

Effective classroom teaching is characterized by the presentation of appropriate subject matter using a variety of approaches. All faculty members are expected and obligated to continue creative and scholarly pursuits that will enrich the development of their courses. Basic to the faculty member's successful performance is an interest in and recurring commitment to subject discipline. Faculty members must reach beyond the classroom to maintain currency in their discipline and contribute to the scholarly mission of the university.

Performance indicators for teaching category include, but are not limited to, the following.

### *Teaching: Required Indicators*

- **Evidence of course preparation, including development of high quality course materials, use of innovative and effective delivery strategies, and use of a variety of tools for evaluating student progress.**
- **Documentation of teaching effectiveness using instruments and procedures adopted by the department (i.e., student and peer evaluations) and other supportive materials (e.g., letters from students, external reviews, and externally judged quality of student work from the faculty member's classes).**

- **Development of clear learning outcomes for courses, and demonstrable achievement of these outcomes.**
- **A record of advising undergraduate students, including number of advisees and, where applicable, supervision of internships or student teachers, mentoring honors projects or theses, individual and independent studies, and active involvement with student organizations.**
- **Course improvement as evidenced by evolving syllabi, learning targets, activities, and assessment procedures and revision of courses to include emerging instructional technologies.**
- **A record of active participation in departmental discussions regarding curriculum and program development and achievement of program goals. (e.g., contributing to the development and review of courses, participating in activities that benefit or promote the program, active involvement with a program advisory board, and conducting program evaluation activities).**

*Teaching: Additional Indicators*

- Engagement in multi-disciplinary courses, activities, or projects that link students, faculty, and/or community collaboratively across programs (e.g., shared design fundamentals coursework, sustainable design competition, senior capstone projects, or special topics courses).
- Procurement of internal or external funding to improve instructional delivery or enhance the quality of student learning.
- Participation in professional development related to teaching, including campus-based workshops, professional workshops or conferences for the purpose of enhancing instructional content.
- Teaching awards or other recognition of teaching by the college, university, or UNC system; by professional organizations; or by outside reviewers/organizations that recognize effective teaching practices.
- Substantial mentorship to students who undertake a research program, win grants, awards, or other recognition.
- Participation in academic travel with students.
- Conducting workshops at other institutions.

## *Service*

The Department of Art considers service an essential and vital part of the general functioning and governance of the department, college, university, and community.

As part of this service faculty are expected and obligated to regularly attend and contribute to faculty meetings and participate in various university-wide events such as graduation or convocation. Service to professional organizations and the broader community outside of academia (whether local, regional, or national), when directly related to one's professional expertise, is valued by the department and university

Although service is an essential component of a faculty member's professional worklife, it will not count as the primary basis upon which tenure will be granted.

Possibilities for service may include but are not limited to:

### Department:

- Participating on committees, task groups, or performing other functions that directly serve the department.
- Participating in departmental events.
- Coordinating a program, studio, and/or degree area.
- Assisting and mentoring junior faculty members.
- Participating in the peer teaching review process as needed.
- Serving as faculty advisor for extra-curricular club in the department.

### University:

- Serving on university committees, task groups, and councils, or performing other functions that directly serve the university.
- Serving as faculty advisor for an extra-curricular club for the university.
- Serving as Faculty Senate representative.

### Community:

- Active membership on civic organizations or steering committees, when demonstrably relevant to the faculty member's professional expertise.
- Presenting workshops or lectures to community groups or organizations.
- Serving as a consultant for community-based projects.

### Professional:

- Active membership in various professional organizations that are related to one's expertise.
- Participating on committees or as board member for relevant organizations.
- Serving as a juror for an exhibition or peer reviewer for publications.
- Offering professional workshops.

For activities not included above, the faculty member will present evidence of the significance and impact of the service activity.