

# DEPARTMENT OF ART & DESIGN

College of Letters, Arts, and Social Sciences

EASTERN KENTUCKY UNIVERSITY

## Procedures and Criteria for Promotion and Tenure

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## Introduction

The purpose of this document is to help the department establish an environment of high standards and mentoring. The criteria set forth in this document should be a guide for new faculty and a series of goals for current faculty on promotion and tenure tracks. Any minimum standard should be thought of as a starting point and not an ultimate goal. While one goal of any promotion and tenure document is to set obtainable standards, the ultimate goal is to help faculty develop and nurture their skills so that they may help support the best possible learning environment for Eastern Kentucky University students.

This document is meant to explain the more specific criteria, beyond the ECU Faculty Handbook, used in evaluating candidates for promotion and tenure in the Department of Art and Design. Its purpose is to aid not only the candidate, but also the evaluating body, in understanding the criteria by which faculty are judged. The faculty of the Department of Art and Design is a diverse group of professionals working in several areas. While all are artists, designers, or art historians, each area requires different teaching strategies and has different creative/research opportunities therefore, require different evaluative criteria for promotion and tenure. Even among studio disciplines, creative endeavors and presentation opportunities are varied and will be addressed accordingly.

Personnel in the department of Art and Design fall under three main headings: studio, graphic design, and art history faculty. However, in terms of teaching, design faculty are considered to be studio faculty, while other faculty serve in both studio and lecture capacities. Unlike most classes offered at ECU, studio classes meet for extended periods of time, giving one-on-one instruction for methods of materials, tools, equipment and technology, as well as composition and theory. Lecture classes meet for regular sessions and are taught through lectures that incorporate visual presentations or follow a lecture/discussion format. Both studio and art history faculty are available during posted office hours (outside of class time) for discussion regarding individual projects, presentations, and general counsel.

The department recognizes and values equally accomplishments that are both creative and scholarly, and each is subject to appropriate peer review. Faculty are expected to be actively engaged and productive in their respective disciplines. Creative endeavors will demonstrate the production and exhibition of original work, while scholarship endeavors will demonstrate research and publication of primary sources. Parallel endeavors that support these activities, such as proposal writing, attendance and presentations at conferences, or the research of pedagogy in their discipline will be considered as valuable creative/scholarly achievements and are also subject to peer review.

Typically, faculty in the Department of Art and Design are hired in tenure-track appointments, initially as assistant professors. When hired, they hold appropriate terminal degrees and meet or exceed the advertised minimum standards for this position in teaching and creative/scholarly achievements. Once hired, faculty are expected to be active in assigned and unassigned service, serve on appropriate committees and engage in other university, college, professional and community service activities.

Collegiality plays an essential role in the evaluation of faculty as a professional criterion related to performance, which is not to be confused with "likeability" or a demonstration of conformity to a specific set of views. Faculty are expected to engage in professional relations with students an

colleagues to provide an environment that supports the missions of the department, college and university. This can be demonstrated by the cooperation with colleagues in the best interests of their own or related disciplines, and the department and university at large. Faculty are also expected to participate in group decisions regarding the administration of programs, policies and procedures that foster shared governance, rather than operating in isolation or in a truculent environment. Faculty will be able to show evidence of collaboration, teamwork, the resolution of conflicts, rapport-building, proactive assistance and involvement with others through respect and concern for the professional development of colleagues in teaching, service and creative/scholarly activities

At the time stated in the ECU Faculty Handbook, faculty applying for promotion and/or tenure will prepare a "Self-Evaluation" with appropriate support documentation for perusal by the department faculty, the department and college Promotion and Tenure Committees, and any other university governing bodies that are part of the promotion and tenure process. When applying for tenure, this document should include materials incorporated from all preceding yearly evaluation documents and for promotion from all preceding years since the last promotion, along with documents requested as part of the college format for presentation.

Evaluation is based on a list of objectives under Section VI – A&D Criteria for Promotion and Tenure in each of the areas for Teaching, Creative/Scholarly activity, and Service achievements. These objectives are directly related to the content of the Self-Evaluation form and provide guidance for faculty to demonstrate a continuing development of progress for tenure and more concrete achievements for promotion. While these objectives are quite inclusive of possible areas of achievement, they must not be considered absolutely definitive. It is the candidates' responsibility to follow instructions of the Annual Self-Evaluation form, provide a narrative account of the significance of activity in each of the areas, and submit a completed report that addresses the department's *Criteria for Promotion and Tenure* document. Prior to submitting a completed report, candidates should seek counsel with mentors or faculty, and attend forums offered by CLASS. The department Promotion and Tenure Committee is an evaluating committee and does not function as a mentoring unit.

## Structure and Organization of Department P & T Committee

The Department's Promotion and Tenure Committee, and two alternates, will be elected by the full-time teaching tenured and tenure-track faculty by September 10 of the year in which it is to function. The purpose of the alternates will be to serve in order when a voting member of the committee is unable to serve.

### **The voting procedures for committee selection shall be, as follows:**

At a scheduled meeting of the full-time Art & Design faculty, each voting faculty member is given a slip of paper on which he or she writes three eligible names. The three receiving the highest numbers of votes shall be the committee and the fourth shall be the first alternate and the fifth shall be the second alternate. The voting members of the committee will consist of three tenured full-time faculty members holding rank and tenure in the same department. If the Department cannot provide such a committee, it may select tenure-track faculty within the department or faculty holding rank and/or tenure outside the Department with the advice of the Dean of the College. The member receiving the highest number of votes will serve a two-year term, and the two others will serve one-year terms. The alternates shall also be elected for a one-year term. In case of tie votes, members of the tie will be separated from the general ballot and subsequent votes will occur until the tie is broken.

The member in the second year of his or her term will continue on the committee, and the faculty member receiving the highest number of votes from the remaining eligible candidates shall assume a new two-year term. The third elected member and the alternates shall serve one-year terms. Committee members completing a continuous two-year term will be ineligible for election to the committee for one academic year thereafter.

If a faculty member or a member of his or her immediate family is being considered for promotion or tenure, that faculty member shall not serve on the Committee that year. The committee will select its chair from among its members.

The Department Chair will serve as a non-voting member of the committee, but may not serve as chair of the committee.

The Committee recommendations on promotion and/or tenure will be based upon secret ballot and by majority vote. A tie vote will be considered a negative recommendation. The functions of the Committee will be:

To evaluate the credentials of candidates for promotion and/or tenure and to write reports and make recommendations on all tenure and promotion applications in the Department.

To advise the Department Chair in the writing of the evaluation reports for non-tenured faculty, or to write the reports if delegated to the Committee by the Chair.

To prepare reports and make recommendations on sabbatical leave applications. If a Committee member or a member of his or her immediate family is being evaluated for sabbatical leave, that faculty member may still serve on the Committee, but will be replaced by an alternate when the sabbatical leave applications are discussed and evaluated.

May prepare reports and make recommendations on Department Chair evaluations if the

voting faculty members of the department elect to do so. The department may also elect a separate Chair-Evaluation Committee established by majority vote of department voting faculty using secret ballot (See Faculty Handbook).

To review departmental policies on process, standards, and criteria for promotion and tenure.

In all of its functions, the Committee shall operate under the Department, College and University guidelines as set forth in the ECU Faculty Handbook and in the Promotion and Tenure Policies of the College of Letters Arts and Social Sciences and the Department of Art & Design.

The Department Chair shall ensure that all procedures specified in this document are subject to full faculty review at least every five years. Changes in the department procedures shall be made by a majority vote of the full-time teaching-voting members (see department Governance document) of the Department and reviewed by the Dean by May 1 prior to the academic year in which the changes are to take effect.

A summary of the schedule for the departmental promotion and tenure process is provided in Appendix A. If any date specified on this document falls on a weekend or official holiday, then the effective date shall be considered the next day on which university administrative offices are open.

## **Responsibilities of the Candidate**

The Candidate for promotion is responsible for initiating the process. The Department Chair shall inform candidates of their eligibility for tenure. Candidates for promotion and/or tenure must request a departmental review by presenting a letter to the Department Chair, with a copy to the Dean, no later than September 10 of the year of review.

The Candidate is responsible for obtaining the appropriate forms from the departmental office or from the University's computer network.

It is the responsibility of the Candidate for either promotion or tenure to review this document, the College promotion and tenure guidelines, and the Faculty Handbook for University policies. The Candidate must provide the name of his/her presenter to the chair of the College Promotion and Tenure Committee by September 15. The candidate must provide the Department Promotion and Tenure Committee with appropriate materials and documentation by September 20.

Should an applicant for promotion choose to withdraw from candidacy, the applicant shall so inform the Department Chair and the Dean of the College in writing.

Candidates should be aware that, in the process of being reviewed for promotion and/or tenure, their professional materials would be open to their peers and various promotion and tenure committees throughout the University. Throughout the review process, principles of confidentiality will be respected by all parties.



## Responsibilities of the Department P & T Committee

The Committee shall have the responsibility for providing the appropriate professional evaluation and interpretation of the disciplinary expectations. The Committee shall ensure that the promotion and tenure recommendations are consistent with the University, College and Department guidelines.

The Committee shall evaluate the application package of the Candidate for promotion and/or tenure, based on the Criteria for Promotion and Tenure described in Part VI of this policy.

The Committee shall assemble material to accompany its recommendations. These materials should include the following:

An application form completed by the candidate and any statements or materials the candidate chooses to submit.

Peer opinions, not limited to Committee members, but not anonymous opinions will be solicited during the second and fourth years for tenure-track candidates hired prior to August 15, 2008, during the third and fifth years for faculty hired after August 15, 2008, for faculty electing the 6-year probationary period and during the year faculty seeking promotion separate from tenure. The Committee shall distribute the Department's peer evaluation form (Appendix B) to all regular full-time faculty holding rank and tenure in the Department, except the Candidate. Completion of the form shall be voluntary, but strongly encouraged. In order to complete the form, eligible faculty members may review the file of candidate materials in the Art & Design office. At least one week should elapse between the distribution of the forms and their due date. The completed forms must be signed and delivered by the due date in a sealed envelope to the Art & Design office. The Committee and Department Chair will collect the forms, which will be held in strict confidence by each. After review and assimilation, the forms will be kept in a sealed envelope by the Committee until the application process has reached its final resolution and thereafter, in the Chairs files. The Committee's narrative will include a summary of the peer comments. The report will not identify the names of the contributors.

Complete and unedited formal student evaluations for all courses evaluated of the candidate are required. This includes the eXplorance Blue or approved alternative evaluations. While all courses are evaluated by eXplorance Blue, the candidate may select the courses that correspond with the evaluation(s) generated by the department, 2 courses for tenure-track faculty, and 1 course for tenured faculty seeking promotion.

Complete and unedited results of student opinions for all courses evaluated as the second systematic method of assessing teaching performance used by the Department are also required. This method shall include a consideration of the perspectives of students, colleagues (from peer opinions, see above item 2), and supervisors and shall be clearly defined and communicated in the department merit pay policy.

Results of annual non-tenured evaluations for tenure and for promotion before tenure should be included if applicable.

Data and professional judgments provided by the Department Chair should be included.

The Committee may request additional materials or information to clarify or supplement the materials under consideration from the candidate.

The Committee shall compose a narrative and appropriate forms for recommendation.

Justification of the Committee's decision shall be included in the recommendation and must rest upon documented verifiable information. Furthermore, the Committee will ensure that unsubstantiated information or material that lacks documentation is not included in any part of the decision process.

The voting members of the Committee shall sign the form, indicating the accuracy of the report as the majority of the Committee approved of it.

The Committee shall submit the narrative and recommendation, with appropriate documentation and required forms, to the Department Chair no later than October 31.

## Responsibilities of the Department Chair

- The Department Chair shall inform all faculty of their eligibility for tenure no later than September 7.
- The Department Chair shall inform the faculty of policies, procedures, and criteria for promotion and tenure.
- The Department Chair shall ensure that the Department Promotion and Tenure Committee and its Chair are elected in accordance with Part I of this document.
- The Department Chair shall inform the Committee of all faculty members applying for promotion and/or tenure by September 12.
- The Department Chair shall provide the Committee with any documentation and data as department policy and Committee needs require.
- The Department Chair shall review all of the individual application files and the Committee's recommendation and prepare a separate recommendation whether or not the Department Chair agrees with the Committee's recommendation.
- If the Department Chair does not agree with the recommendation of the Committee, he or she will so indicate on the recommendation form and submit an explanation for the differing judgment. Justification of the decision of the Department Chair must rest upon documented verifiable information and shall be presented to the Committee, the Candidate, and the Dean of the College.
- The Department Chair, together with the Committee Chair, shall review the recommendations of the Department Chair and of the Committee with the Candidate, provide the Candidate with a copy of the report (and all addenda), and secure the Candidate's signed receipt. This must be accomplished no later than November 7.
- The Department Chair shall present all positive, divided, and appealed recommendations pertaining to promotion and all recommendations on tenure to the College Dean no later than December 1. That is, the Department Chair shall not forward to the Dean recommendations for promotion disapproved by both the Department Committee and the Department Chair unless the Candidate appeals these decisions. All recommendations on tenure shall, however, be forwarded to the Dean. The presented material shall include the University application form and all materials assembled by the Committee and the Department Chair.

## **Procedures for Reconsiderations and Appeals**

- The Candidate may request reconsideration of the decision of either the Committee or Department Chair by submitting a written statement to the Department Chair, with a copy to the Dean of the College, within five calendar days following notification by the Department of the decision on promotion and/or tenure. The statement shall detail the grounds for reconsideration and shall include relevant evidence.
- The Committee and/or Department Chair shall reconsider the recommendation in light of the information provided in the statement of the Candidate. Additional information from the Candidate or a meeting with the Candidate may be requested, as necessary, to resolve the reconsideration. Either the Candidate or the Committee may request the meeting.
- The Committee shall decide its reconsideration by secret ballot and by majority vote. A tie vote shall be considered a negative recommendation.
- The Chair of the Committee shall submit the Committee recommendations, with appropriate documentation and required forms, to the Department Chair.
- The Department Chair shall formally notify each Candidate in writing of the results on any reconsideration by the Committee and/or the Department Chair in time to provide the Candidate with an opportunity to request an appeal. This shall be accomplished no later than November 21.
- Decisions on reconsiderations shall be processed in the same manner as uncontested decisions through the Department Chair to the College Dean.
- If the Candidate determines that the reconsidered decision by the Committee and/or the Department Chair should be appealed, the Candidate may submit a formal statement appealing the decision to the Dean, with a copy to the Department Chair, within five calendar days following notification by the Department of the reconsidered decision. The candidate may not appeal a recommendation without having requested reconsideration.

# A & D Criteria for Promotion and Tenure

## TEACHING

### Requirements for Tenure

Effective teaching is the primary focus for tenure. The Candidate must not only possess a command of the subject matter but must demonstrate the ability to convey that understanding to students, clearly and effectively. During the review of the materials for tenure, the Committee and the Department Chair will be looking for a sustained pattern of continued performance or improvement in teaching.

In each year of tenure probation, including the application year (or the year before application year for promotion), a member of the Promotion & Tenure Committee (or a member of the faculty on a rotating basis) will visit at least one of the Candidate's assigned classes and provide a written report for the Candidate. The reports should follow the guidelines, as outlined below in Section I, using the form in Appendix C. These documents will become part of the peer evaluations required for consideration for tenure and promotion.

Class visitation is the secondary method of peer evaluation of instruction and is mandated by University policy.

A summary of the eXplorance Blue reports for all-courses (that correspond to the secondary form of evaluation of written student comments in which they were administered generated by the department, shall be included in the Candidate's report. While all courses are evaluated in eXplorance Blue, a candidate may elect to have some courses accessed by the supervisor and these courses should correlate with the secondary form of evaluation of written student comments. Candidates must provide a yearly comparison of Raw and Adjusted scores and average at least a 3.5 for the following:

Overall quality of course  
Overall quality of instructor

In addition, a secondary form of evaluation, generated by the Department of written student comments, must show an overall positive pattern of responses.

Successful candidates for tenure must meet or exceed expectations for all criteria in Section I of Indicators of Achievement in Teaching, as an average or consensus of the ratings of the full Departmental Faculty and Promotion & Tenure Committee.

### Requirements for Promotion to Associate Professor

All of the requirements for tenure listed above must be met. Candidates must meet or exceed expectations in at least two of the criteria from Section II of Special Indicators of Achievement in Teaching, as an average or consensus of the full Departmental Faculty and Promotion & Tenure Committee.

### Requirements for Promotion to Full Professor

All of the requirements listed above for tenure and promotion to Associate Professor must be met. Candidates must meet or exceed expectations in at least four of the criteria from Section II of Special Indicators of Achievement in Teaching, as an average or consensus of the full Departmental Faculty and Promotion & Tenure Committee of 4 of the past 5 years or since the promotion to Associate Professor.

## SECTION I. Indicators of Achievement in Teaching

All of the criteria in this section are REQUIRED for consideration for tenure or any promotion. The Candidate's performance will be rated as **1) below expectation, 2) meets expectation or 3) exceeds expectation**. All of these criteria correspond to the areas listed in the teaching effectiveness section of the Self-evaluation form and are to be addressed in the narrative on teaching.

Criteria	Description	Performance Indicators	Rating
1 Course Content	Courses include appropriate content in relation to meeting Department and institutional goals and assessment objectives; Courses are generally aligned with similar courses within the department and at other schools; Courses are informed by current Disciplinary discussions.	Course materials, including syllabi, assignments, class activities, exams; Examples of student work; Narrative on teaching.	
2 Course Organization	Courses are well-organized, and indicate understanding of catalog descriptions and curricular contexts, and awareness of student needs and interests; Course schedules show a reasonable and balanced pace of instruction, and are sequenced in a way that builds on prior knowledge and leads students toward an understanding of unfamiliar material/concepts.	Course materials, including lecture and studio schedules, sample examinations and critiques, and outside assignments; Relevant student comments (from evaluations); Narrative on teaching.	
3 Course Design	Syllabi conform with Department and University requirements; Materials communicate clearly to students about course (e.g., goals, grades, requirements, schedule, texts, materials, policies, procedures, resources, means of communicating beyond the classroom, etc.); Assignments and activities show a clear connection with course	Course materials, including syllabi, assignments, class activities, exams; Examples of student work; Student comments; Narrative on teaching.	

4  Command of Subject Matter	Instructor has appropriate education/training/experience; Instructor takes steps to develop professionally as a teacher (e.g., through conferences, workshops, seminars, courses, reading, study groups, collaborative projects with peers, etc.).	Listing of qualifications including terminal degree and relevant graduate and post-graduate experience in teaching area; Previous record of teaching and/or scholarly activity in the subject area; Narrative on teaching (including how development activities have influenced teaching performance); Relevant peer evaluations (which may include comments or testimonials solicited by the Candidate in addition to those generated by or submitted directly to the Committee and/or Department Chair).	
5  Instructional Methods	Courses include appropriate presentation and evaluation methods in relation to meeting Department and/or institutional assessment objectives; Course methods reflect current “best practices” of the discipline, including active or group learning and new technologies when appropriate; Course methods are flexible in terms of meeting the diverse needs of students; Evaluation methods are fair, systematic, and clearly outlined, and feedback to students is prompt, regular, constructive, and consistent.	Course materials, including syllabi, assignments, class activities, exams; Examples of student work showing methods of feedback; Relevant student comments and evaluations; Relevant peer evaluations; Narrative on teaching (including evidence of appropriate course adjustments in response to student comments; and an explanation of the relationship between theory and practice in teaching in the candidate’s specific discipline); Relevant IDEA scores.	
6  Professional Relationship with Students	Instructor holds office hours, and meets classes regularly and punctually and is prepared for class (with exceptions as allowed by University policy); Instructor interacts professionally with students and holds students to the same standards both in and out of class; Instructor reinforces positive classroom conduct on the part of students, and encourages their respect for fellow students; Instructor respects students and their work while motivating them to higher achievement; Instructor is open to student input and responds promptly to their concerns.	Narrative on teaching; Relevant Student comments and evaluations Posted office hours.	

7  Professional Relationship with Peers	Instructor maintains a positive, professional relationship with peers in relation to teaching.	Relevant peer evaluations (which may include comments or testimonials solicited by the Candidate in addition to those generated by or submitted directly to the Committee and/or Department Chair).	
8  Continuing Development as a Teacher	Instructor uses appropriate methods of evaluating teaching and responds constructively to views on teaching gained from students and peers; Instructor regularly revises course material in light of current professional practices or the changing needs of students in order to meet evolving course goals and objectives; Instructor responds to patterns of concern identified in student evaluations.	Course materials showing revisions and adjustments over time; Evidence of changes in patterns of student comments over time; Narrative on teaching, including any professional/creative/ scholarly activities outside the classroom that have particularly enhanced or informed the Candidate's teaching.	
9  Continuing Support of Department/ Program Curricular Goals	Instructor assumes responsibility, as requested, in teaching or developing courses needed for the department's overall program within his/her area of expertise; Instructor is accessible to colleagues in relation to teaching, and participates in discussions regarding curriculum; Instructor provides advising as requested by the Department.	Record of teaching assignments and course development; Relevant peer evaluations; Narrative on teaching (including advising).	



## SECTION II. Special Indications of Achievement in Teaching

The criteria in this section are not required for consideration for tenure, but some (2 to 4) are required for promotion. Candidate's performance will be rated as **1) below expectation, 2) meets expectation or 3) exceeds expectation** and must meet or exceed expectation for a criterion to be considered.

	<b>Criteria</b>	<b>Examples of performance indicators</b>	<b>Rating</b>
1	Instructor demonstrates ability, as needed, to teach effectively in diverse settings and modes (e.g. distance learning, evening and extended-campus offerings, special projects and experimental courses, on-line courses, etc.)	Course materials for instruction performed in other modes.	
2	Instructor creates new courses or significantly revises existing ones, indicating awareness of advances in the discipline and interests/needs of students gained through professional activities such as seminars.	Materials for accepted new and/or revised courses, including proposal forms forwarded through curriculum committees.	
3	Instructor contributes effectively to teaching through mentoring, unique studio/classroom experiences, administration and oversight of internships, tutoring, and other assistance to students.	Narrative on Teaching, including record of internship supervision and mentoring student projects.	
4	Instructor demonstrates consistent efforts to investigate and implement stimulating, creative, innovative, and professionally respected teaching strategies.	Narrative on teaching; Relevant peer evaluations; Relevant student comments (from evaluations).	
5	Instructor takes courses to improve subject-area knowledge or develop new expertise; Instructor conducts research/scholarship related to pedagogy in his/her field; Instructor applies for teaching-related grants.	Transcripts or certificates; Record of scholarship in pedagogy; Record of teaching-related grant proposals including funded projects.	
6	Instructor works constructively and professionally with University programs and colleagues in teaching; Instructor collaborates with peers in developing teaching, courses, or curriculum; Instructor offers coverage of other courses when called for by circumstances of illness or schedule conflicts.	Evidence of participation in team teaching; Participation in Honors program courses or projects; Evidence of consultation with and support of colleagues regarding teaching.	
7	Instructor collaborates with students, when appropriate and/or feasible, in teaching, research, and creative activities; Instructor serves effectively and consistently in mentoring BFA or graduate degree candidates.	Relevant student comments; Narrative on teaching, including documentation of collaborative or committee activities.	

8	Instructor is recognized for expertise in teaching by peers; Instructor organizes teaching-related mentoring or forums for peers.	Recognition by others for command of subject and teaching ability; Relevant peer evaluations; Teaching awards (from peers or students); Invitations to seminars regarding	
9	Instructor implements a new process, equipment or technology and integrates this into the curriculum.	Course materials, including syllabi, assignments or class activities; Evidence of research and implementation; Narrative on teaching.	

## **CREATIVE AND SCHOLARLY ACTIVITY**

The Department of Art & Design is comprised of faculty working as artists, designers and scholars in a variety of disciplines, each of which has distinct opportunities for scholarly/creative activities. Faculty are expected to be active artists, designers or scholars during their time at ECU and will be engaged in creative or scholarly activities on an annual basis. The Department also recognizes the scholarship of teaching and learning, which follows similar criteria as scholarship of specific disciplines. To be considered for promotion and tenure, the quality of scholarly/creative activities should warrant recognition by peers and experts within the discipline (i.e. juried, curated, invited or reviewed), and outside the University community.

Candidates for promotion and tenure are responsible for demonstrating both the significance and scope of scholarly activities through their written narrative and documentation, which serves to fully describe a candidate's completed scholarly/creative work during any given evaluation period.

Furthermore, the written narrative serves to delineate the importance or contribution of a candidate's work within artistic/scholarly disciplines. The significance of exhibitions, installations and design works can be defined by the reputation of the organization, juror, client, other exhibiting artists or designers, and the level of competition. The significance of publications and presentations can be defined by the reputation of the publisher, organization, reviewer or editor, in some cases, and the level of competition. While creative/scholarly activity is a mechanism for the professional development of the individual, each faculty member needs to recognize his or her obligation to enhance the Department's missions, goals, and programs. As such, faculty members are expected to be actively engaged and productive in their primary discipline (i.e. as artists, designers or art historians) or his or her area of expertise, even though they may engage in other kinds of activities.

Endeavors that require production, exhibition or installation will follow the criteria for creative achievement, and likewise, endeavors that require research and publication or presentation, will follow the criteria for scholarly achievement.

### **Specific Criteria for Creative/Scholarly Achievement**

The primary activities for faculty pursuing promotion and tenure are, but not limited to:

- Production, exhibition, installation or presentation of independent or client- initiated creative or design projects.
- Research and publication of creative or scholarly projects.
- Curator of museum or gallery exhibits that includes a critical analysis component
- Publication of original manuscripts or artworks.
- Presentation at conferences, seminars, portfolio exchanges or workshops.
- Authorship of fellowship or grant proposals.

The ranking of venues for all Art, Design and Art History faculty are:

- International
- National
- Regional
- Local

For creative achievement in Art or Design, the order of significance may be, but not limited to:

- Solo exhibition
- Two or three-person exhibition
- Four or more person exhibition At or for:
- Museums
- Universities

- Corporations
- Galleries
- Professional conferences

For creative achievement in Design, the order of significance may be, but not limited to:

Status of the client commissioning work (regional, national or international distribution of product or service)

It should be noted that the number of participants or the prestige of venue is not always consistent with the distinctions delineated above. For instance, factors that may affect faculty performance could be, a limited number of professional journals, popularity of a specific medium, or the level of competition within a particular discipline. Each of these factors will differentiate opportunities afforded to each of the areas in the Department of Art & Design. Furthermore, costs of equipment, supplies and shipping, or the scope of creative/scholarly work in terms of time and resources also affect faculty performance.

For scholarly achievement and scholarship of teaching and learning, the order of significance may be, but not limited to:

- Single authorship
- Multiple authorship In:
- Books
- Professional journals
- Professional conferences

Or when curating exhibitions with a critical analysis component and research of primary sources:

- Museums
- Universities
- Corporations
- Galleries
- Professional conferences

It is the candidate's responsibility to inform evaluating committees, in his or her narrative, of circumstances that may affect the exhibition, publication or presentation of creative/scholarly works that may be inconsistent with the models above. The Committee will consider these factors when reviewing the Candidate's performance.

### **Requirements for Tenure**

Candidates for tenure are required to:

Meet or exceed expectation for all of the criteria under Indicators of Achievement in Creative and Scholarly Activity (Section I).

Meet or exceed expectations from some of the criteria for Special Indicators of Creative and Scholarly Achievement (Sections II and III), with the majority of those being regional level or greater.

### **Requirements for Promotion to Associate Professor**

Candidates for promotion to Associate Professor are required to:

Meet or exceed expectation for all of the criteria under Indicators of Achievement in Creative and Scholarly Activity (Section I).

Meet or exceed expectation for some of the criteria for Special Indicators of Creative (Section II) or Scholarly Achievement (Section III), with the majority of those being regional level or greater.

### **Requirements for Promotion to Full Professor**

Candidates for promotion to Full Professor are required to:

Meet or exceed expectation for all of the criteria under Section I Indicators of Achievement in Creative and Scholarly Activity.

Meet or exceed expectation for some criteria from Section II Special Indicators of Creative or Scholarly Achievement (Section III), with the majority of those being regional or national level of 5 of the past 6 years or since the promotion to Associate Professor.

## SECTION I. Indicators of Achievement in Creative/Scholarly Activities

The Committee will employ the criteria and performance indicators listed below to assess creative or scholarly activity. All the criteria in this section are required for consideration for tenure or promotion at all levels. The Candidate's performance will be rated as: 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	<b>Criteria</b>	<b>Description Of Scholarly/Creative Activities</b>	<b>Rating</b>
1	Consistent annual effort has been made to establish and maintain a program of creative or scholarly activity.	Narrative of creative/scholarly work; Examples of work prepared for exhibition, speculation, or publication.	
2	Submission on an average of at least once per year of examples of work for peer or client review outside of ECU, including studio/design works (juried, curated, invitational), manuscripts, or grant/presentation proposals.	Narrative of creative/scholarly work; Examples of work submitted for exhibition, contract/funding, presentation or publication.	
3	Evidence that creative or scholarly activities continue to show growth and/or experimentation beyond the terminal degree.	Narrative of creative/scholarly work; Examples of relevant work.	
4	Maintains a positive, professional relationship with peers in relation to creative or scholarly activity.	Relevant peer evaluations; Narrative of creative/scholarly work.	
5	Recognition by peers and professionals for scholarly/creative expertise.	Invitations to present, guest lecture or consult; Reviews or print reproductions of work in reputable sources; Relevant awards/contracts/grants; Collections/anthologies/portfolio exchanges including examples of the Candidate's work.	



## SECTION II. Special Indicators of Creative Achievement

All Candidates must complete #1 and in any combination, two of #2-5 for tenure and promotion to Associate or three or more of #2-5 for promotion to Full Professor. Candidate's performance will be rated as: 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	Criteria	Description Of Scholarly/Creative Activities	Examples of performance Indicators	Rating
1	Exhibition, installation, or completion of five creative or design works.	Exhibitions, installations or completion of peer- reviewed creative or design projects, of original work, at the regional (or greater) level with reputable venues.	Exhibition/contract documents (publicity, letters, expense accounts, etc.).  Visual examples of completed projects.  Candidate narrative explaining exhibition/ project significance and the level of merit within candidate's specialty.	
2	Publication of original manuscripts or original art or design works.	Authorship of peer reviewed, professionally related books, articles, and reviews.  Reproductions of candidate's art or design work in a print or electronic publication.	Copies of manuscript or visual examples of published work.  Copies of Publication(s).  Candidate narrative explaining publication significance and the level of merit within candidate's specialty.	
3	Participation or presentation at conferences, seminars, workshops, or licensing exams.	Presentation of scholarly papers, lectures or original art or design works.  Conducting or participating in a workshop.  Participation in a portfolio exchange.  Serving as a guest Lecturer, visiting artist or consultant.  Maintaining a professional	Copies of presentation art or design works or texts or professional licenses.  Letters of acceptance to present/ conduct a workshop/ lecture.  Conference, seminar, or workshop schedule showing details of event and Candidate's role.  Candidate narrative explaining significance of the conference, seminar, or workshop session to the field.	

4	Local exhibition, installation, or completion of creative or design works.	Exhibitions, installations or completion of peer- reviewed original creative or design work, at the local level with reputable venues.	Exhibition/contract documents (publicity, letters, expense accounts, etc.).  Visual examples of completed works.  Candidate narrative explaining exhibition/ project significance and the level of merit within candidate's specialty.	
5	Grants, Awards and Recognitions.  Special note: Grants and fellowships for art or design works are less available and more competitive compared with some other disciplines in the College of Letters Arts and Social Sciences.	Authoring and submitting grant proposals, funded or non-funded.  Receiving awards for art or design work.  Inclusions of candidate's art or design work in a museum, university, corporate, or private collection.  The candidate's art or design work being the subject of an essay or review in a reputable publication.	Copies of grant proposal.  Visual examples of work awarded.  Letters of acceptance for grants, awards, or collections.  Copies of essays or reviews that highlight candidate's work.  Copies of final grant reports.  Candidate narrative explaining significance of the grant or award to the field as well as describing the significance of the funding organization (if applicable).	

### SECTION III. Special Indicators of Scholarship Achievement

Candidates must complete #1 or #2 and in any combination of the following: two of #3-6 for tenure and promotion to Associate or three or more of #3-6 for promotion to Full Professor. Candidate's performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	<b>Criteria</b>	<b>Description of Scholarly Activities</b>	<b>Examples of performance indicators</b>	<b>Rating</b>
1	Publication of one scholarly book, book chapter or journal article for tenure and promotion to Associate Professor and two or more for promotion to Full Professor.	Publication of peer-reviewed and competitive national books, book chapters (or editor invited) or journal articles that includes a critical analysis component of primary research and sources.	Full bibliographic references. Copies of all texts. Candidate narrative explaining the significance of the book, book chapter or article and the level of merit within the candidate's specialty.	
2	Curating one museum or gallery exhibits for tenure and promotion to Associate Professor and two or more for promotion to Full Professor.	Curating an exhibition of professional or historical art or design works, completed by others, for exhibition at a regional level (or greater) at a reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	Visual examples of curated exhibit.  Full bibliographic references. Copies of all texts. Candidate narrative explaining significance of the exhibition and the level of merit within candidate's specialty.	
3	Publication of an exhibition catalog.	Single authorship, published by a reputable museum or organization.	Exhibition Catalog.	

4	Participation or presentation at professional conferences, seminars, workshops, or licensing exams.	Participation or presentation of scholarly papers and lectures at professional conferences, seminars and workshops. Maintaining a professional license.	Letters of acceptance to present/ conduct a workshop/ lecture.  Copies of presentation texts or licenses.  Conference, seminar, or workshop schedule showing details of the event and the Candidate's role.  Candidate narrative explaining significance of the conference, seminar, workshop session or exam to the field.	
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5	One or more entries in a national / international exhibition catalog or lexicon invited by a curator or editor	Descriptions of professional or historical art or design works, completed by others, for inclusion in a regional level (or greater) reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	Visual examples of curated exhibit.  Full bibliographic reference. Copies of all texts. Candidate narrative explaining significance of entry and the level of merit within candidate's specialty.	
6	Local publication of scholarly books, book chapters or journal articles  OR:	Publication of a peer-reviewed and competitive book, book chapter (or editor invited) or journal article that includes a critical analysis component of primary research and sources.	Full bibliographic references. Copies of all texts. Candidate narrative explaining the significance of the book, book chapter or article and the level of merit within the candidate's specialty.	
7	Curating local museum or gallery exhibits	Curating an exhibition of professional or historical art or design works, completed by others, for exhibition at a reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	Visual examples of curated exhibit.  Full bibliographic reference. Copies of all texts. Candidate narrative explaining significance of the exhibition and the level of merit within candidate's specialty.	
8	Grants, Awards and Recognitions.  Special note: Grants and some fellowships for art or design scholarship are less available and more competitive compared with other disciplines in the College of Letters Arts and Social Sciences.	Authoring and submitting grant proposals, funded or non-funded.  Receiving awards for original manuscripts.  The candidate's original manuscript being the subject of an essay or review in a publication of reputation.	Copies of grant proposal.  Examples of work awarded.  Letters of acceptance for grants and awards.  Copies of essays or reviews that highlight candidate's work.  Copies of final grant reports.  Candidate narrative explaining significance of the grant or award to the field as well as describing the significance of the funding organization (if applicable).	

## **SERVICE**

As mandated by university policy, all faculty should participate in departmental, college, and university service. During the review of materials for tenure and promotion, the Committee and the Department Chair will look for a sustained pattern of continued significant and productive involvement in service activities, whether assigned or unassigned. Assigned service would include election or appointment to committees and release time for significant support of critical Department or University functions. Unassigned service would include voluntary support of students, colleagues, or the common good in meeting individual, institutional, community, and/or professional goals beyond teaching.

Also, there are basically two major sub-categories of service: professional and university service. Professional service is the application of faculty professional expertise to needs, issues, and problems in service to professional associations, as well as to business, government, non-profit enterprises, and the general public. University service is the application of faculty expertise to the operation and governance of the university, including academic programs, departments, colleges, and other components of the university.

While committee, organization membership, or work on projects show some evidence of service, significant contributions to those organizations, committees, or projects are expected in the service area. It is the responsibility of the Candidate to offer, within his/her narrative, not just a list of service activities, but also a clear account of the significance of the activity and of the candidate's own level of participation.

### **A. Requirements for Tenure**

Candidates for tenure are required to:

- Meet or exceed expectation for all of the criteria under Indicators of Achievement in Service (Section I).

### **B. Requirements for Promotion to Associate Professor**

Candidates for Promotion to Associate Professor are required to:

- Meet and exceed expectation for all of the criteria under Indicators of Achievement in Service (Section I).
- Meet or exceed expectation for three activities from Special Indicators of Achievement in Service (Section II).

### **C. Requirements for Promotion to Full Professor**

Candidates for Promotion to Full Professor are required to:

- Meet or exceed expectation for all of the criteria under Indicators of Achievement in

Service (Section I).

- Meet or exceed expectation for six activities from Special Indicators of Achievement in Service (Section II) of 5 of the past 6 years or since the promotion to Associate Professor.

## SECTION I. Indicators of Achievement in Service

Each of the criteria in this section is REQUIRED for consideration for tenure or any promotion. Candidate's performance will be rated as: 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	Criteria	Description of Service Activities	Examples of performance indicators	Rating
1	Contributes effectively in Department-level service activities and events.	Standing Committees, such as: Curriculum Strategic Planning Assessment Recruitment & Development Promotion & Tenure, or other committees such as: Searches, governance, etc.	List of service activities with a description of role and accomplishments. Must include information about the individual's service, not just the accomplishments of the committee or organization as a whole; Service narrative.	
2	Maintains a positive, professional relationship with peers in relation to service, and demonstrates the ability to work constructively with University colleagues in service activities.	Assists colleagues with course coverage for absences; Works with committee members to reach goals; Looks beyond his/her own interests or preferences to consider the greater good of the committee, program, department, university, or profession, etc.	List of service activities with description of role and accomplishments; Service narrative; Peer comments.	
3	Shows responsibility in serving on committees when elected or asked.	Curriculum revisions, policy creation, planning and assessment results, etc.	List of service activities with a description of meaningful contributions that lead to concrete outcomes; Service narrative; Peer comments.	
4	Shares responsibility for the management and maintenance of the <b>department's physical facilities.</b>	Researches and makes requests for purchases, repairs and maintains equipment, manages procedures for health, safety and student use, orders and distributes materials and supplies, etc.	List of service activities with description of role and accomplishments; Service narrative.	
5	Provides student-related service outside of structured classes.	Mentoring, effective advising, BFA or graduate committee work, student organizations, and/or curriculum development in their subject area, etc.	List of service activities with description of role and accomplishments; Service narrative.	



## SECTION II. Special Indicators of Achievement in Service

The criteria in this section are not required for consideration for tenure, but 3 from two categories are required for promotion to Associate and 6 from four categories are required for promotion to Full Professor. The Candidate's performance will be rated as: **1) below expectation, 2) meets expectation or 3) exceeds expectation** and must meet or exceed expectation for a criterion to be considered.

	Criteria	Description of Service Activities	Examples of performance indicators	Rating
1	Shows leadership and development in the management and maintenance of studios, labs and other classrooms that require advancements in equipment and technology.	Researches and implements upgrades and advancements in equipment and technology and/or makes major changes in facilities.	List of service activities with description of role and accomplishments; Service narrative.	
2	Contributes effectively to College-level service activities. (Either this criterion OR University-level service is REQUIRED for promotion to Full Professor).	Standing Committees, such as: Curriculum Strategic Planning Assessment Recruitment & Development Promotion & Tenure (promotion candidates only), or other committees such as: Searches, governance, etc.	List of service activities with description of role and accomplishments; Service narrative; Relevant peer comments.	
3	Provides leadership in College-level service activities.	Chairs a committee, provides significant contributions for curriculum revisions, policy creation, planning and assessment results, etc	List of service activities with description of meaningful contributions that lead to concrete outcomes; Service narrative; Relevant peer comments.	
4	Contributes effectively to University-level service activities. (Either this criterion OR College-level service is REQUIRED for promotion to Full Professor).	Standing Committees such as: Curriculum Strategic Planning Assessment Recruitment & Development Promotion & Tenure (promotion candidates only), or other committees such as: Searches, Governance, etc.	List of service activities with description of role and accomplishments; Service narrative; Relevant peer comments.	

5	Provides leadership in University-level service activities.	Chairs a committee, provides significant contributions for curriculum revisions, policy creation, planning and assessment results, etc.	List of service activities with description of meaningful contributions that lead to concrete outcomes; Service narrative;	
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6	Contributes effectively to professional service activities.	Membership and attendance at professional meetings; Obtaining licenses or certificates; Edits, juries or curates exhibitions, competitions, and other artistic, design or historical works for professional organizations; Review of books and exhibitions; Consultation; Research.	List of service activities with description of role and accomplishments and visual examples if applicable; Service narrative; Relevant peer comments.	
7	Provides leadership in professional service activities.	Elected, volunteer or service leadership in local, regional or national professional organizations; Participation in national or international professional committee activities; Conducts workshops, seminars, demonstrations, lectures in candidate's discipline.	List of service activities with description of role and accomplishments; Service narrative; Relevant peer comments.	
8	Contributes effectively to professionally related community service activities.	Provides professional expertise and consultation for business, government, non-profit organizations and the general public; Edits, juries or curates exhibitions, competitions, and other artistic or historical works for business, government, non-profit organizations and the general public.	List of service activities with description of role and accomplishments; Service narrative; Relevant peer comments.	
9	Provides leadership in professionally related community service activities.	Elected, volunteer, or leadership service in local, regional or national business, government and non-profit organizations and the general public.	List of service activities with description of role and accomplishments; Service narrative; Relevant peer comments.	
10	Shows initiative in unassigned service activities by volunteering for the good of the whole Department or University.	Participation for sanctioned events (gallery exhibits/receptions, graduation ceremonies, general student activities), teaching or technical assistance to other faculty or student efforts outside the classroom.	List of service activities with description of role and accomplishments; Service narrative; Relevant peer comments.	

**APPENDIX A: TYPICAL TIMELINE FOR THE PROMOTION AND TENURE PROCESS<sup>a</sup>**

	Dean informs Department Chairs of Candidates eligible for tenure	<b>September 1</b>
	Department Chair informs Candidates eligible for tenure	<b>September 7</b>
	<b>Candidates notify Chair and Dean, in writing, of intent to apply for tenure and/or promotion</b>	<b>September 10</b>
	<b>Election of Department Promotion and Tenure Committee</b>	<b>September 10</b>
	Department Chair informs the promotion and tenure committee of Candidates for promotion and tenure	<b>September 12</b>
	<b>Candidate provides the name of his/her presenter to the Chair of the College Promotion and Tenure Committee</b>	<b>September 15</b>
	Candidate submits application to Department ( <i>hard copy and identical electronic version; supporting material: hard copy only</i> )	<b>September 20</b>
	Committee provides Department Chair with its evaluation and recommendation	<b>October 31</b>
	Department Chair and Chair of Department P&T Committee reviews recommendations with candidate, provides Candidate with report(s) and secures Candidate's signed receipt	<b>November 7</b>
	Department Chair notifies Candidate of results of reconsideration by department Committee and/or Department Chair	<b>November 21</b>
	<b>Department Chair presents recommendations to the Dean</b> ( <i>hard copies and electronic versions</i> )	<b>December 1</b>

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<sup>a</sup>If a given date occurs on a weekend or holiday, the deadline for the requested action shall be the first day on which the University administrative offices are open after the weekend or holiday.

<sup>b</sup>This deadline is mandated by university or college policy.

APPENDIX B: Peer Review Form

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**DEPARTMENT of ART & DESIGN**  
 Eastern Kentucky University  
 Peer Evaluation Form

**Name of faculty member:** \_\_\_\_\_

For:    \_\_\_ Promotion to rank of \_\_\_\_\_  
       \_\_\_ Tenure  
       \_\_\_ Review of non-tenured faculty member, year (circle)       1   2   3   4   5

Please return to Art Office by \_\_\_\_\_, in a sealed envelope with the name of the faculty member being reviewed on the front and your signature across the flap. Attach additional sheets if needed

**TEACHING EFFECTIVENESS**

**SECTION I. Indicators of Achievement in Teaching**

All of the criteria in this section are REQUIRED for consideration for tenure or any promotion. Candidate's performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered. All of these criteria correspond to the areas listed in the teaching effectiveness section of the Self-evaluation form and are to be addressed in the narrative on teaching.

Criteria	Description	Rating
1  Course Content	Courses include appropriate content in relation to meeting Department and institutional goals and assessment objectives; Courses are generally aligned with similar courses within the department and at other schools;	
2  Course Organization	Courses are well-organized, and indicate understanding of catalog descriptions and curricular contexts, and awareness of student needs and interests; Course schedules show a reasonable and balanced pace of instruction, and are sequenced in a way that builds on prior knowledge and leads	
3  Course Design	Syllabi conform with Department and University requirements; Materials communicate clearly to students about course (e.g., goals, grades, requirements, schedule, texts, materials, policies, procedures, resources, means of communicating beyond the classroom, etc.); Assignments and activities show a clear connection with course goals, and place reasonable expectations on the students.	

4 Command of Subject Matter	Instructor has appropriate education/training/experience; Instructor takes steps to develop professionally as a teacher (e.g., through conferences, workshops, seminars, courses, reading, study groups, collaborative projects with peers, etc.)	
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5	Instructional Methods	Courses include appropriate presentation and evaluation methods in relation to meeting Department and/or institutional assessment objectives; Course methods reflect current “best practices” of the discipline, including active or group learning and new technologies when appropriate; Course methods are flexible in terms of meeting the diverse needs of students; Evaluation methods are fair, systematic, and clearly outlined, and feedback to students is prompt, regular, constructive, and consistent	
6	Professional Relationship with Students	Instructor holds office hours, and meets classes regularly and punctually and is prepared for class (with exceptions as allowed by University policy); Instructor interacts professionally with students and holds students to the same standards both in and out of class; Instructor reinforces positive classroom conduct on the part of students, and encourages their respect for fellow students; Instructor respects students and their work while motivating them to higher achievement; Instructor is open to student input and responds promptly to their concerns	
7	Professional Relationship with Peers	Instructor maintains a positive, professional relationship with peers in relation to teaching	
8	Continuing Development as a Teacher	Instructor uses appropriate methods of evaluating teaching and responds constructively to views on teaching gained from students and peers; Instructor regularly revises course material in light of current professional practices or the changing needs of students in order to meet evolving course goals and objectives; Instructor responds to patterns of concern identified in student evaluations	
9	Continuing Support of Department/ Program Curricular Goals	Instructor assumes responsibility, as requested, in teaching or developing courses needed for the department’s overall program within his/her area of expertise; Instructor is accessible to colleagues in relation to teaching, and participates in discussions regarding curriculum; Instructor provides advising as requested by the Department	

**SECTION II. Special Indications of Achievement in Teaching**

The criteria in this section are not required for consideration for tenure, but some (2-for promotion to Associate and 4-for promotion to Full professor) are required. Candidate’s performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	Criteria	Rating
1	Instructor demonstrates ability, as needed, to teach effectively in diverse settings and modes (e.g. distance learning, evening and extended-campus offerings, special projects and experimental courses, on-line courses, etc.)	
2	Instructor creates new courses or significantly revises existing ones, indicating awareness of advances in the discipline and interests/needs of students gained through professional activities such as seminars	



3	Instructor contributes effectively to teaching through mentoring, unique studio/classroom experiences, administration and oversight of internships, tutoring, and other assistance to students	
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4	Instructor demonstrates consistent efforts to investigate and implement stimulating, creative, innovative, and professionally respected teaching strategies;	
5	Instructor takes courses to improve subject-area knowledge or develop new expertise; Instructor conducts research/scholarship related to pedagogy in his/her field; Instructor applies for teaching-related grants	
6	Instructor works constructively and professionally with University programs and colleagues in teaching; Instructor collaborates with peers in developing teaching, courses, or curriculum; Instructor offers coverage of other courses when called for by circumstances of illness or schedule conflicts	
7	Instructor collaborates with students, when appropriate and/or feasible, in teaching, research, and creative activities; Instructor serves effectively and consistently in mentoring BFA or graduate degree candidates	
8	Instructor is recognized for expertise in teaching by peers; Instructor organizes teaching-related mentoring or forums for peers	
9	Instructor implements a new process, equipment or technology and integrates this into the curriculum	

### SECTION I. Indicators of Achievement in Creative/Scholarly Activities

The Committee will employ the criteria and performance indicators listed below to assess creative or scholarly activity. All the criteria in this section are required for consideration for tenure or promotion at all levels. Candidate's performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	Criteria	Rating
1	Consistent annual effort has been made to establish and maintain a program of creative or scholarly activity	
2	Submission on an average of at least once per year of examples of work for peer or client review outside of ECU, including studio/design works (juried, curated, invitational), manuscripts, or grant/presentation proposals	
3	Evidence that creative or scholarly activities continue to show growth and/or experimentation beyond the terminal degree	
4	Maintains a positive, professional relationship with peers in relation to creative or scholarly activity	
5	Recognition by peers and professionals for scholarly/creative expertise	

### SECTION II. Special Indicators of Creative Achievement

All candidates must complete #1 and in any combination, two of #2-5 for tenure and promotion to Associate or three or more of #2-5 for promotion to Full professor. Candidate's performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	Criteria	Description Of Scholarly/Creative Activities	Rating
1	Exhibition, installation, or completion of five creative or design works	Exhibitions, installations or completion of peer-reviewed creative or design projects, of original work, at the regional (or greater) level with reputable venues.	

2	Publication of original manuscripts or original art or design works.	<p>Authorship of peer reviewed, professionally related books, articles, and reviews.</p> <p>Reproductions of candidate's art or design work in a print or electronic publication.</p>	
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3	Participation or presentation at conferences, seminars, workshops, or licensing exams.	<p>Presentation of scholarly papers, lectures or original art or design works.</p> <p>Conducting or participating in a workshop. Participation in a portfolio exchange.</p> <p>Serving as a guest Lecturer, visiting artist or consultant.</p> <p>Maintaining a professional license.</p>	
4	Local exhibition, installation, or completion of creative or design works.	Exhibitions, installations or completion of peer-reviewed original creative or design work, at the local level with reputable venues.	
5	<p>Grants, Awards and Recognitions</p> <p>Special note: Grants and fellowships for art or design works are less available and more competitive compared with some other</p>	<p>Authoring and submitting grant proposals, funded or non-funded.</p> <p>Receiving awards for art or design work.</p> <p>Inclusions of candidate's art or design work in a museum, university, corporate, or private collection.</p> <p>The candidate's art or design work being the subject of an essay or review in a reputable publication.</p>	

### SECTION III. Special Indicators of Scholarship Achievement

Candidates must complete #1 or #2 and in any combination of the following: two of #3-6 for tenure and promotion to Associate or three or more of #3-6 for promotion to Full Professor. Candidate's performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	Criteria	Description of Scholarly Activities	Rating
1	<p>Publication of one scholarly book, book chapter or journal article for tenure and promotion to Associate and two or more for promotion to Full Professor.</p> <p>OR:</p>	Publication of peer-reviewed and competitive national books, book chapters (or editor invited) or journal articles that includes a critical analysis component of primary research and sources.	
2	Curating one museum or gallery exhibits for tenure and promotion to Associate and two or more for promotion to Full Professor.	Curating an exhibition of professional or historical art or design works, completed by others, for exhibition at a regional level (or greater) at a reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	

3	Publication of an exhibition catalog.	Single authorship, published by a reputable museum or organization.	
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4	Participation or presentation at professional conferences, seminars, workshops, or licensing exams.	Participation or presentation of scholarly papers and lectures at professional conferences, seminars and workshops.  Maintaining a professional license.	
5	One or more entries in a national / international exhibition catalog or lexicon invited by a curator or editor	Descriptions of professional or historical art or design works, completed by others, for inclusion in a regional level (or greater) reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	
6	Local publication of scholarly books, book chapters or journal articles  OR:	Publication of a peer-reviewed and competitive book, book chapter (or editor invited) or journal article that includes a critical analysis component of primary research and sources.	
7	Curating local museum or gallery exhibits	Curating an exhibition of professional or historical art or design works, completed by others, for exhibition at a reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	
8	Grants, Awards and Recognitions  Special note: Grants and fellowships for art or design scholarship are less available and more competitive compared with some other disciplines in the College of Letters, Arts, & Social Sciences	Authoring and submitting grant proposals, funded or non-funded.  Receiving awards for original manuscripts.  The candidate's original manuscript being the subject of an essay or review in a publication of reputation.	

### SECTION III. Special Indicators of Scholarship Achievement

Candidates must complete #1 or #2 and in any combination, two of #3-6 for tenure and promotion to Associate or three or more of #3-6 for promotion to Full Professor. Candidate's performance will be rated as **1) below expectation, 2) meets expectation or 3) exceeds expectation** and must meet or exceed expectation for a criterion to be considered.

	Criteria	Description of Scholarly Activities	Rating
1	Publication of one scholarly book, book chapter or journal article for tenure and promotion to Associate and two or more for promotion to Full Professor.	Publication of a peer-reviewed and competitive national book, book chapter (or editor invited) or journal article that includes a critical analysis component of primary research and sources.	
2	Curating one museum or gallery exhibits for tenure and promotion to Associate and two or more for promotion to Full Professor	Curating an exhibition of professional or historical art or design works, completed by others, for exhibition at a regional level (or greater) at a reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	
3	Publication of an exhibition catalog	Single authorship, published by a reputable museum or organization.	
4	Participation or presentation at professional conferences, seminars, or workshops	Participation or presentation of scholarly papers and lectures at professional conferences, seminars and workshops.	
5	One or more entries in a national / international exhibition catalog or lexicon invited by a curator or editor	Descriptions of professional or historical art or design works, completed by others, for inclusion in a regional level (or greater) reputable museum, university, corporation or gallery that includes a critical analysis component of primary research and sources.	
6	Grants, Awards and Recognitions	Authoring and submitting grant proposals, funded or non-funded.  Receiving awards for original manuscripts.  The candidate's original manuscript being the subject of an essay or review in a publication of reputation.	

**SECTION I. Indicators of Achievement in Service**

Each of the criteria in this section is required for consideration for tenure or any promotion. Candidate’s performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	<b>Criteria</b>	<b>Description of Service Activities</b>	<b>Rating</b>
1	Contributes effectively in Department-level service activities and events	Standing Committees such as: Curriculum Strategic Planning Assessment Recruitment & Development Promotion & Tenure, or other committees such as: Searches, governance, etc.	
2	Maintains a positive, professional relationship with peers in relation to service, and demonstrates ability to work constructively with University colleagues in service activities	Assists colleagues with course coverage for absences Works with committee members to reach goals Looks beyond his/her own interests or preferences to consider the greater good of the committee, program, department, university, or profession, etc.	
3	Shows responsibility in serving on committees when elected or asked	Curriculum revisions, policy creation, planning and assessment results, etc.	
4	Shares responsibility for the management and maintenance of the <b>department’s physical facilities</b>	Researches and makes requests for purchases, repairs and maintains equipment, manages procedures for health, safety and student use, orders and distributes materials and supplies, etc.	
5	Provides student-related service outside of structured classes	Mentoring, effective advising, BFA or graduate committee work, student organizations, and/or curriculum development in their subject area, etc.	

**SECTION II. Special Indicators of Achievement in Service**

The criteria in this section are not required for consideration for tenure, but 3 from two categories are required for promotion to Associate and 6 from four categories are required for promotion to Full Professor. Candidate’s performance will be rated as 1) below expectation, 2) meets expectation or 3) exceeds expectation and must meet or exceed expectation for a criterion to be considered.

	<b>Criteria</b>	<b>Description of Service Activities</b>	<b>Rating</b>
1	Shows leadership and development in the management and maintenance of studios, labs and other classrooms that require advancements in equipment and technology	Researches and implements upgrades and advancements in equipment and technology and/or makes major changes in facilities	



2	<p>Contributes effectively to College-level service activities. (Either this criterion OR University-level service is REQUIRED for promotion to full professor)</p>	<p>Standing Committees such as: Curriculum Strategic Planning Assessment Recruitment &amp; Development Promotion &amp; Tenure (promotion candidates only), or other committees such as: Searches, governance, etc.</p>	
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3	Provides leadership in College-level service activities	Chairs a committee, provides significant contributions for curriculum revisions, policy creation, planning and assessment results, etc	
4	Contributes effectively to University-level service activities. (Either this criterion OR College-level service is REQUIRED for promotion to full professor)	Standing Committees such as: Curriculum Strategic Planning Assessment Recruitment & Development Promotion & Tenure (promotion candidates only), or other committees such as: Searches, Governance, etc.	
5	Provides leadership in University-level service activities	Chairs a committee, provides significant contributions for curriculum revisions, policy creation, planning and assessment results, etc	
6	Contributes effectively to professional service activities	Membership and attendance at professional meetings Obtaining licenses or certificates Edits, juries or curates exhibitions, competitions, and other artistic, design or historical works for professional organizations Review of books and exhibitions Consultation Research	
7	Provides leadership in professional service activities	Elected, volunteer or service leadership in local, regional or national professional organizations Participation in national or international professional committee activities Conducts workshops, seminars, demonstrations, lectures in candidates discipline	
8	Contributes effectively to professionally-related community service activities	Provides professional expertise and consultation for business, government, non-profit organizations and the general public Edits, juries or curates exhibitions, competitions, and other artistic or historical works for business, government, non-profit organizations and the general public	
9	Provides leadership in professionally-related community service activities	Elected, volunteer, or leadership service in local, regional or national business, government and non-profit organizations and the general public	
10	Shows initiative in unassigned service activities by volunteering for the good of the whole department or institution	Participation for sanctioned events (gallery exhibits /receptions, graduation ceremonies, general student activities), teaching or technical assistance to other faculty, student efforts outside the classroom	

**OVERALL EVALUATION (Narrative Summary).**

Please add additional comments as it relates to teaching, scholarly/creative activities, and service.

Recommend promotion

Do not recommend promotion

Recommend granting tenure

Do not recommend granting tenure

Recommend reappointment

Do not recommend reappointment to year

Print name: \_

Sign name: \_

**APPENDIX C: Teaching Review Form**

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DEPARTMENT of ART & DESIGN  
Eastern Kentucky University  
Peer Report on Teaching

Name of faculty member: \_\_\_\_\_

Class observed: \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Term

\_\_\_\_\_ Location

Please return to faculty member being reviewed to become part of their Self-Evaluation report for promotion and tenure. Reference each of the following in your observations – attach additional sheets as needed:

Class Content	
Class Organization	
Class Presentation	
Command of Subject	
Instructional Methods	
Interactions w/Students	

OVERALL EVALUATION:

Print name: \_

Sign name: \_