


November 7, 2006

MEMORANDUM

TO: Katerina Ray
School of Art

FROM: John W. Folkins 
Provost and Vice President for Academic Affairs

RE: Updates to Promotion and Tenure Document

Your recent revision to your unit's promotion and tenure document has been reviewed and approved at all levels. This represents a significant step forward for the University, as it creates an unambiguous standard for the recognition of engaged activities. Although all agree that engagement with community partners is not necessary for successful fulfillment of faculty duties in teaching, research, and service, the revision of the promotion and tenure documents opens the door to allow, recognize, and encourage faculty to engage with community partners in all their scholarly undertakings.

C: D. Nieman
D. Madigan

School of Art
College of Arts and Sciences
Bowling Green State University

Revised 2006

Preamble

The purposes of this document are:

- a) to guide and assist the School of Art and its faculty in the development of merit, contract renewal, and promotion and tenure policies;
- b) to promote, protect, and ensure that the policies and processes so delineated reflect the autonomy and unique characteristics of the School of Art;
- c) to assure that faculty personnel processes are reflective of the current BGSU vision statement;
- d) to assure that internal faculty peer review and judgment which lie at the core of our values are maintained in reappointment, promotion, tenure, and merit decisions;
- e) to ensure that all faculty experience fair, equitable and consistent processes in the evaluations that take place at their career mileposts; and
- f) to ensure that the relevant sections of the Academic Charter are followed.
- g) to ensure that University opportunities for Scholarship of Engagement are included into School of Art policies.

**POLICIES FOR ANNUAL REVIEW, MERIT, CONTRACT RENEWAL, PROMOTION,
AND TENURE OF TENURED AND PROBATIONARY FACULTY**

Mission

The School of Art at Bowling Green State University is a progressive visual arts community that serves as a catalyst for individual and cultural growth by fostering creativity, critical reflection and action, collaboration, and dialogue both within the University and throughout the community at large.

Vision Statement

The School of Art aspires to be a national model of excellence for creating visual arts in a positive, productive, collaborative environment which focuses on the education of and research for its constituents.

Goals

1. To increase resources by having equitable workloads, competitive salaries, more full-time tenure track faculty, greater external income, increased technical and administrative support staff, more and better quality spaces, sustained funding for equipment, manageable enrollments, increased support for graduate students and a realistic budget for each area.
2. To develop a model arts environment recognized for its commitment to excellence in both traditional media and emerging technologies from historical and contemporary perspectives with course and program depth and rigor that motivates and challenges students and faculty to produce works of art that set the highest standards for craftsmanship and artistic integrity in an open minded forum.
3. To advance faculty and student achievement where faculty are enriched and supported professionally through a dynamic research and creative environment and students are sought who are nationally competitive, accomplished, hardworking, and intellectually curious.
4. To strengthen partnerships within the University and in surrounding and extended communities for the collaboration of ideas and sharing of resources including, but not limited to, museum exhibitions, community festivals, guest lectures and demonstrations, and professional workshops and seminars.
5. To increase communication and visibility on local, regional, national, and international levels through ongoing and continually updated print and digital promotional materials, web sites, and quality exhibitions. Communication of faculty and student achievements are additionally enhanced through an annual retreat and various open houses and social events.
6. To re-evaluate the position of the School with the University through internal and external formal reports and continue to debate the opportunities and challenges of forming a college.

I. School Policy

The School of Art explains by means of this policy statement the procedures, criteria, and standards that it will use in the annual evaluation of tenured and probationary faculty for salary changes (merit), promotion, tenure, and contract renewal. This statement complies with the policies of the Board of Trustees of Bowling Green State University, the Academic Charter, and the College of Arts and Sciences. This statement is provided to all faculty in the School upon request or annually, and a copy is maintained in the School office. It has been approved by the faculty of the School in accord with School policies.

A. Vision Statement

The School recognizes that in matters related to annual review, contract renewal, promotion, and tenure of faculty, Bowling Green State University supports performance consistent with the University's aspiration to be the premier learning community in Ohio and one of the best in the

nation. As defined by the Academic Charter (Article II.A, Section A), “The persons who create and maintain the University constitute the University Community. There are five groups within this Community; students, faculty, administrators, administrative staff, and classified staff.” To achieve its objectives, the University expects faculty participation in the interdependent areas of teaching, research/creative work, and service that is of the highest quality, grounded in intellectual discovery, and guided by rational discourse and civility.

The essence of this School’s evaluation process is to support and where appropriate improve faculty members’ performance through appropriate evaluation and timely feedback. Careful and consistent application of the criteria and standards in evaluation of faculty performance in teaching, research/creative work, and service are of fundamental importance in achieving the School’s mission and in protecting the rights of the individual faculty member. School review processes are to be conducted clearly, openly, responsibly, and fairly.

In keeping with the University’s long standing tradition of public service, Scholarship of Engagement (research and creative work done in collaboration with community partners which addresses important local to international problems) is recognized for the purposes of addressing critical community needs and for building partnerships.

In the spirit of open and responsible review, it should be recognized that some faculty make essential contributions to the University community through their participation in the University’s interdisciplinary programs. Joint and dual appointments as defined in the Academic Charter (section B.I.A.2 and B.I.A.3) have been developed to provide structures for those faculty appointments wherein a faculty member may distribute his/her teaching, research/creative, and service activities across colleges, departments/schools, and/or programs in which the faculty member serves. The chairs and directors of the departments and interdisciplinary programs in which a probationary faculty member participates should co-author a retention plan that clearly expresses the expectations of each unit and sets clear standards for tenure, promotion, and merit.

B. The Academic Charter

The University Policy on Faculty Appointment and Tenure (Section B-I.C) and the statement on Evaluation of Faculty Personnel (Section B-I.D), as contained in the Academic Charter, identify the three relevant evaluation criteria as teaching, research/creative work, and service, and define the basic requirements for merit, contract renewal, tenure, and promotion. As stated in the Academic Charter (Section B-I.D.2.a), for promotion policies “An academic unit may develop a promotion policy with more specific or more rigorous criteria in teaching, service, or scholarly activity, provided that such criteria are equitable and appropriate and provided that they do not conflict with the criteria below. More specific or more rigorous criteria shall be ratified by the majority of the faculty members of the academic unit.” As stated in the Academic Charter for tenure policies (Section B-I.D.2.b), “An academic unit may develop ... more precise statements of what is expected under teaching effectiveness, scholarly or creative activity, or service, but many not add other criteria. All such statements shall be approved by the tenured faculty of the appropriate academic unit...” These criteria and standards allow for differentiation among faculty members with regard to their roles and contributions within the department in fulfillment of the department, college and University mission.

1. Faculty Appointments

The Academic Charter (B-I.C.2) defines two types of faculty appointments (tenure track and non-tenure track) and distinguishes between two types of tenure track appointment (probationary and tenured). Non-tenure track appointments are discussed in Section B-I.C.2.a of the Academic Charter. Probationary appointments and the policies associated with them are described in Section B-I.C.2.b of the Academic Charter. Tenured appointments and the policies associated with such appointments are described in Section B-I.C.3 of the Academic Charter, which includes statements on the meaning, obligations, and termination of tenure.

2. Annual Review for Reappointment

The Academic Charter mandates a comprehensive annual review of all non-tenure track continuing faculty members in Section B-I.D.4 (Instructor) or Section B-I.D.5 (Lecturer), and of probationary tenure track faculty members in B-I.D.2.b. For probationary faculty members, the overriding question to be considered by the department and the dean during the annual review is whether or not the candidate is making satisfactory progress toward tenure. Probationary faculty members who are awarded two or three-year contracts shall be reviewed during the last year of the contract to determine whether the candidate is making satisfactory progress toward tenure and whether the contract shall be renewed.

3. Review for Tenure

The department has the primary responsibility for evaluating probationary faculty for tenure. In addition to annual reviews, the Academic Charter at B-I.D.2.b.(2) mandates that a probationary faculty member be evaluated no later than the next-to-last year of the probationary appointment. Probationary faculty members may seek tenure at any time during the probationary period. Because department and college review committees apply tenure standards without discounted expectations based on a shorter probationary period, faculty members are discouraged from seeking early tenure decisions unless there are compelling reasons for doing so.

4. Review for Promotion

The department also has the primary responsibility for the comprehensive review of all faculty members nominated for promotion. The qualifications for assistant professor, associate professor, and professor are described in B-I.D.2.a.(1).(b), (c), and (d) of the Academic Charter. The department may stipulate criteria and standards for promotion that differentiate among the ranks with regard to their expected contributions to the department's performance as long as those criteria and standards do not conflict with the provisions of the Academic Charter and of the college.

5. Review for Merit

Finally, the department has the primary responsibility for making all recommendations of salary changes (merit) for faculty (Section B-I.D.1 of the Academic Charter). Although the Academic Charter does not require that this be done annually, University practice has been to

encourage such reviews on an annual basis to provide feedback on performance to the faculty member regardless of whether or not a merit salary allocation is made in a particular year.

II. Allocation of Effort

Each faculty member in the School needs to allocate time and effort to a wide range of teaching, research/creative, and service obligations that promote the mission and goals of the University, the College of Arts and Sciences, and the School of Art. All faculty members have a right to know what allocations of effort are expected of them, and to understand how School expectations, evaluative criteria, performance indicators, and weightings will be used in assessing their performance.

A. School Norms

The School expects its probationary and tenured faculty to maintain a standard allocation of effort as follows: 40% Teaching; 40% Research/Creative Work; and 20% Service. Temporary faculty and lecturers are expected to maintain a standard allocation of effort as follows: 80% Teaching 20% Service. These norms will apply to most faculty who are carrying a full teaching load as defined by School policy. It should be noted that in most cases, teaching and research allocations will normally exceed service. Allocations outside this expectation may be made for a faculty member who receives released time from teaching duties for administrative responsibilities, research, service, differential faculty workload policies, or reduced workloads or leaves granted by the Academic Charter, or special projects. These allocations must be specified and agreed upon at the time of assignment, and at any rate no later than the beginning of the academic year. Probationary faculty will be evaluated for tenure based upon the School's standard allocation as stated above. Temporary faculty and lecturers with increased service or administrative responsibilities may change their allocation to 60% Teaching and 40% Service.

B. Individual Variations

In recognition of the diverse nature of the disciplines within the School of Art, and in acknowledgment of the broad variety of contributions that each faculty member is capable of making, the School encourages each individual faculty member to define his or her own effort annually, in consultation with the Director, within the following ranges: 35-55% Teaching; 35-55% Research/Creative Work; and 10-20% Service (the sum of the three categories to total 100%).

The School's standard allocation of effort applies to all probationary and tenured faculty in the School unless specific, formal agreements are made to the contrary. All individual variations must be in accord with the School's differential faculty workload policies; or reduced workloads; or leaves granted by the Academic Charter. These variations shall be stated in writing and signed by both the faculty member and the School Director and endorsed in writing by the dean of the college. Faculty on leave shall have the right to determine with the School Director the appropriate variation in the standard departmental ranges of allocation in accordance with the purpose of the leave.

Although all percentage allocations are approximations and not exact time measurements, reasonable attempts will be made to insure that a faculty member's allocation of effort is consistent with his/her

actual distribution of workload for instruction, research/creative work, and service. The faculty member's allocation of effort will be considered to apply as an average over the period of any given academic year or contract period.

III. Evaluation of Teaching Effectiveness

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the School's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching. The School may obtain additional information from other sources to the extent that the information contained in a teaching portfolio is incomplete with respect to any of the domains or performance indicators applied.

A. Undergraduate Teaching

Given the School's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; reporting of the results of student evaluations of courses taught; peer teaching observations and evaluations; documentation of student learning outcomes (including evidence of student honors and awards in exhibitions, and student success as independent artists, in gaining admission to graduate art programs, and/or in gaining appropriate employment); teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

Student evaluations of courses taught by probationary faculty will be systematically collected each semester, and reviewed and summarized by the Director of the School and/or the School's PST (Personnel) Committee.

B. Graduate Teaching

Given the School's involvement in graduate degree programs at the M.A. and M.F.A. levels, it expects that all tenured and probationary faculty also will contribute to the learning of graduate students. Faculty in studio art, design, and art history area are expected to provide formal graduate instruction through regular courses and seminars, and make appropriate contributions to the recruitment, retention, advising, and placement of graduate students. Faculty in art education are encouraged to participate in all aspects of graduate instruction, including teaching graduate level courses, as is deemed appropriate and viable, in light of their other instructional obligations. Faculty with appropriate areas of expertise are expected to serve on graduate review committees (for M.F.A. candidates) and thesis committees (for M.A. students). In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, faculty members should

maintain, as part of their teaching portfolio, at least the following performance indicators: dates of admission and graduation of directed students; placement of directed students; and exhibition records of current and recently directed students.

C. Instructional Development

School faculty are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught; independent studies offered to students; the development of new courses or the improvement of existing courses; special studio workshops and visiting artist lectures organized for the benefit of students; conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills and innovations in the effective use of instructional technology and resources to promote active student learning.

1. Contributions to Student Learning

Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of student teachers in classroom settings (Art Education), or in internships or cooperative work experiences; maintaining and improving facilities (specialized classroom and studio areas and equipment); involvement in clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; recruitment activities; participation in University, College, or School projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

2. Contributions to Engaged Teaching

Engaged teaching (service learning) is recognized for those faculty who choose to undertake it. Examples of performance indicators for Scholarship of Engagement include: integrating work with clients in the area of Graphic Design into class activities; using museums as a classroom while assisting in the preservation and display of their artistic materials; and integrating classes in partnership with local school systems.

3. Additions to Instructional Contributions

In addition to the foregoing, a candidate may submit and request that the School consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the School in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for reappointment, promotion, tenure, or merit as described in the University's governance documents and is it supportive of the instructional mission of the School, College, and University.

IV. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the School's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Because the School embraces several diverse disciplines within the visual arts (Studio Art, Graphic Design, Digital Arts, Art Education, Art History), a corresponding diversity of criteria are employed in the School to evaluate the research or creative work of its faculty. The School also embraces contributions that conform to scholarship of engagement. Faculty members may direct their scholarship/creative work to applied and engaged scholarship as well as basic research or creative activity. As in the case of basic research or creative activity, applied or engaged scholarship is to be evaluated according to its quality, significance, and impact on the discipline and the community. In assessing the impact of applied or engaged scholarship, evaluations by community partners as well as academic and professional experts shall be considered probative. Participation in institutionally-initiated outreach activities, applied research, and private consulting may be a significant component of a faculty member's outreach. Performance indicators include: significance and scope of the activity; role of the faculty member in the activity; documentation of specific contributions and accomplishments. The characteristics by which applied and engaged scholarship is to be evaluated are included in the Report of the Standards Committee on the Scholarship of Engagement dated August 1, 2005.

A. Methods for Evaluation of Research/Creative Work

The following paragraphs briefly outline the primary domains of evaluation used by each division within the School. An individual faculty member may wish to be evaluated in other domains, but it is incumbent upon that individual to provide a rationale for such exceptions or additions.

1. Two-Dimensional Studies and Three-Dimensional Studies

The primary domain for evaluation of a studio faculty/artist's creative activity is his/her exhibition record, which would include: competitions, invitational exhibitions, representation by commercial galleries, one-person exhibitions, group exhibitions, significant commissions, and representation in major public and/or private collections. The faculty member should document the type of exhibition in which he/she participated (whether local, regional, national, or international in scope; jurors; and awards given).

Recognition of a faculty member's work by his/her peers in the art world comes in the form of invitations to conduct workshops or to lecture about one's work, and in publications about the work written by other art professionals.

Another domain in which faculty in the studio arts may be evaluated is that of scholarly publications and papers presented at professional conferences and symposia.

The School also recognizes that practicing artists in certain areas need to spend time researching new technology, and the extent to which this research impinges upon, or otherwise affects, creative output should be taken into account in any evaluation of the faculty member's activity.

2. Graphic Design

In the field of Graphic Design, the equivalent to juried fine art exhibitions are juried competitions that result in publications and sometimes exhibitions. These competitions are sponsored by reputable design organizations or publications and are often published as Annuals. A very select group of design organizations offer actual exhibitions that supplement the publication. When awards are offered, they indicate additional recognition of the significance of the award-winner's design(s). The design of new typographic alphabets (i.e., typefaces) is a significant area of creative activity. The faculty member working in this area may exhibit new typeface designs in juried competitions and be featured in recognized design publications and annuals. In addition, a typeface design may be selected for representation by one or more recognized type companies, and this should be considered a significant publishing venue.

Often designers also have opportunities to publish on the topics of design, pedagogy, technology and other topics related to graphic design and the teaching of design. Critical essays, book or exhibition reviews, writing of textbooks, magazine/journal articles, chapters in design texts or collections of essays, are all recognized forms of publishing in the design area. In addition, delivering papers or serving as a panelist at recognized design or academic conferences is considered the equivalent of publication.

When a design faculty has his/her own design practice, the nature of his/her clients provides some indication of the quality of the work done, and should be considered analogous to having work accepted in a juried exhibition. This is especially true when the faculty member has won the account of a major corporation through a regional or national competition.

The School also recognizes that practicing designers need to spend time researching new technology—especially computer technology and software, and the extent to which this research impinges upon, or otherwise affects, his/her creative output should be taken into account in any evaluation of the faculty member's activity.

For example, the Internet has recently become one of the most important venues for publishing in the field of design. (The College Arts Bulletin has described the web as “the most central venue for developing and displaying interactive visual materials.”) The viability of the web as a creative venue is demonstrated by the fact that virtually all juried and non-juried graphic design competitions sponsored by major design journals and trade books now have a web-design category in the competition. Creation of web pages and their subsequent “exhibition” in design competitions should therefore be regarded as the equivalent of any other creative activity in design.

3. Digital Arts

Creative activity in the area of digital media encompasses many formats. As the field evolves, digital arts faculty are free to pursue whatever new forms are most appropriate for personal artistic and technological growth, both for themselves and for their students; however, it is incumbent upon the faculty member to explain or provide a rationale for that appropriateness.

For evaluation purposes, various forms of dissemination beyond those common in the studio arts, should also be considered appropriate. These include exhibitions, viewings, and installations at conferences, festivals, and other nontraditional exhibition opportunities, and the publication of work in both traditional and electronic form. Furthermore, other contributions to the development of the field, such as work with software and hardware developers, publications on the emerging aesthetics and other new dialogues in computer-based media, formal academic research into educational and artistic concerns surrounding art and technology, and presentations and publications resulting from this inquiry, will be given consideration.

The School recognizes that practicing artists in digital media need to spend time researching new technology. While it is desirable that over longer periods faculty produce and disseminate work, it is expected that there will be some years in which faculty research is primarily in the form of developing new skills. It is also recognized that computer-based creative activity differs significantly from production in traditional studio areas, especially in the amount of time required to produce, for example, a computer animation. Thus, a single animation will be evaluated more in terms of the production of a film—perhaps as the equivalent of an entire one-person exhibition—rather than as a single work.

Venues for digital media are evolving rapidly, but solo shows of technology-based art are still rare. Prominent acceptable venues at this point include: exhibitions linked to conferences and festivals, electronic publishing (CD-ROM), distribution of electronic media, and presentations on the Internet.

4. Art Education

Research/creative activity can encompass several areas that include both publications and exhibitions. A faculty member in Art Education may choose to maintain a research agenda that comprises both writing for publication and creative activity for exhibitions, or may emphasize exhibitions or publications. Appropriate publications include: books, edited volumes, articles in recognized scholarly journals, editorships, regular or frequent columns contributed to appropriate professional publications, publications in conference proceedings, reviews of books or exhibitions, scholarly papers presented and workshops led at professional conferences, and consultantships. In addition, organizing and curating of exhibitions appropriate to the concerns of art education should be recognized as scholarly activity (which often, though not always, results in the publication of a catalogue or brochure to accompany the exhibition).

Guidelines for creative activities would be identical to those for faculty in studio arts: an exhibition record that includes competitions, invitational exhibitions, representation by commercial galleries, one-person exhibitions, group exhibitions, significant commissions, and representation in major public and/or private collections. The faculty member should document the type of exhibition in which she/he participated (whether local, regional, national, or international in scope; jurors; and awards given).

When research activities take place in educational or clinical settings, distinctions between research and professional service may be more difficult to determine. In such instances, it is incumbent upon the faculty member to explain the research/service relationship.

5. Art History

The primary domain for evaluation of research activity in art history is publication. Appropriate publications include: monographs, exhibition catalogues, edited volumes, articles in recognized scholarly journals, editorships of professional/scholarly journals, regular frequent columns or contributed to appropriate professional publications, encyclopedia entries, essays and entries in exhibition catalogues edited by others, reviews of books or exhibitions, scholarly papers presented at professional conferences, participation on panels at symposia and conferences, and consultantships. In additions, the organizing and curating of exhibitions should also be recognized as a scholarly activity (which often, though not always, results in the publication of a brochure or catalogue to accompany the exhibition).

B. Consideration of Reputation Within the Discipline

One indicator of the quality of a faculty member's research/creative work is his/her reputation within the discipline and among community partners in the case of faculty members who have pursued the scholarship of engagement. In the case of tenure and promotion, this quality may be demonstrated by the evidence of reputation gathered by the School from authoritative reviewers external to the University. The reviewers will include individuals who are selected provided by the candidate for evaluation, as well as individuals who selected independently by the School review committee. At least one reviewer must be selected from each list, with three to six letters included in the file. Over-emphasis on external review may lead to a distortions of the standard School allocation of effort since external reviewers cannot effectively evaluate service and teaching contributions at BGSU.

In addition to the foregoing, a candidate may submit and request that the School consider other evidence of achievement in research/creative work that is appropriate to his/her specific case, including statements by community partners in the case of faculty members who pursue the scholarship of engagement. The question to be considered by the School in its evaluation of research/creative work is this: Is the faculty member's performance in research/creative work consistent with the general standards for merit, contract renewal, promotion, or tenure as described in University governance documents and specified by the School?

V. Evaluation of Service Effectiveness

Service contributions by faculty at the School, College, and University professional levels are critical to the overall mission of the University. Faculty seeking merit, tenure, contract renewal, or promotion shall provide evidence of appropriate service to the University or to the profession. For faculty seeking tenure and/or promotion to associate professor, a record which documents continuous and active involvement in service is required. For faculty seeking promotion to professor, a record which documents significant service to the University or profession is required.

The School defines service as performance of School, collegiate, University, and professional activities which fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with external community; and contributions to a faculty member's

profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which addresses the performance indicators used for evaluation.

A. Internal University Service

These activities include participation in School, College, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes performance of any assigned administrative service responsibilities including those duties handled by faculty serving as program directors, division heads with the School, associate deans, and the like. Performance indicators used to evaluate internal service include: records of membership and attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignments; collegiality in working with others and sharing responsibilities; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted to assignment; evidence of collegiality in working with others; documentation of specific contributions and accomplishments; and evaluations by constituents, publics served, and others.

B. External Community Service

Faculty members are encouraged to lend their professional expertise to collaborations with external entities that contribute to the well-being of the larger community. To be considered as community service appropriate for merit, contract renewal, tenure, or promotion considerations, such external activities must draw upon a faculty member's expertise and must be recognized by the School, College, or University as qualifying. All faculty members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; and written statements or testimonials.

C. Professional Service


These activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators used to evaluate professional service include: records of affiliations with appropriate professional associations; records of service to private or external funding agencies; attendance at professional meetings and conferences; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; and conference papers presented or sessions moderated that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the School consider any other evidence of achievement in service that is appropriate to his/her specific case. The question to be considered by the School in evaluation service is this: Is the faculty member's performance in service consistent with the general standards for merit, contract renewal, promotion, or tenure as described in University governance documents and as specified by the School?

VI. Application

For faculty appointments commencing on or after August 9, 2006, these policies shall apply. For faculty appointments commencing before that date, these policies shall not apply to the tenure decision or to the next promotion decision, unless the faculty member consents to their application but will apply to a subsequent promotion decision regardless of the consent of the faculty member.

Approved by the School of Art.

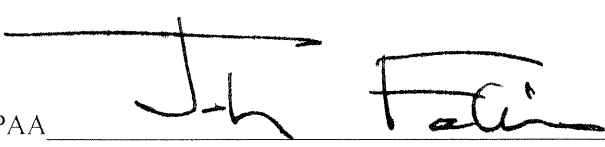
Director  _____

Date 09/19/2006

Reviewed by the Dean  _____

Date 9-22-06

concur do not concur for the following reason(s):

Reviewed by the Provost/VPAA  _____

Date 11-7-6

concur do not concur for the following reason(s):
