

TENURE AND PROMOTION GUIDELINES APPLICABLE TO ALL CASE FACULTY

(Approved February 1, 2012; Title Amended September 25, 2017; Updated September 1, 2020; approved by College Chairs, September 29, 2020; updated to reflect college name change June 11, 2021; Updated and approved by College Chairs, March 8, 2022)

All college and departmental guidelines are intended to provide guidance to faculty members seeking to meet the University's criteria for tenure and promotion set forth in the *Faculty Handbook*, section 2.6. All faculty members should familiarize themselves with those principles, which govern the processes and standards for all departments and colleges of the University. This document is intended to provide clarity to the appropriate sections of the *Faculty Handbook*.

As UNA's largest and most diverse college, the College of Arts, Sciences, and Engineering is composed of nineteen academic departments and the School of the Arts encompassing more than twenty disciplines. Methods of demonstrating professional performance may vary with the traditions and goals of distinct disciplines. Teaching methods will also differ, as will forms of scholarly or artistic performance, but all tenure-track faculty members are expected to demonstrate a pattern of sustained cumulative accomplishment in teaching, scholarly or creative performance, and service.

All faculty members in the College of Arts, Sciences, and Engineering should recognize the following common expectations:

Teaching is a foundational professional function of faculty members at the University of North Alabama. A record of demonstrable success in teaching, as a UNA faculty member, is expected of every successful applicant for tenure and/or promotion in the College of Arts, Sciences, and Engineering.

Scholarship and creative accomplishment are essential to the academic profession. Every successful candidate for tenure and/or promotion is expected to provide convincing evidence of a pattern of scholarly or creative accomplishment appropriate to his or her discipline during the period of employment at UNA. Scholarship should include research or other forms of intellectual discovery made available to professional peers through publication and/or presentation beyond this university and the local area. For those in the performing or visual arts, creative activity should include performances, presentations, or exhibitions for audiences beyond the local area. Peer review or qualified professional critical review will be considered during the assessment of both scholarship and creative performance. Departments may consider professional consulting as an appropriate form of scholarship if the results of the consultation are made available to a professional audience beyond individual proprietary interests.

Service is an indispensable element in the professional performance of each UNA faculty member. The operation of a university is dependent on services provided by its faculty members beyond their classrooms, laboratories, and studios. Applicants for tenure and/or promotion are expected to present a record of effective service to the university, the community, and professional discipline during their period of employment at UNA.

While previous accomplishments will be recognized, special consideration will be given to accomplishments during the period of employment at UNA and since the faculty member's last promotion. In evaluating teaching, scholarly or creative performance, and service, both the quality and the extent of each area will be considered. In scholarly and creative performance, there are recognized hierarchies of professional organizations, journals, publishers, forms of dissemination, and venues for performance or exhibition in each discipline. It is appropriate to consider the level of professional recognition accorded to the organization, instrument, or venue through which scholarship or creative performance is presented.

More specific interpretation is provided by departmental guidelines (below). Faculty members are encouraged to discuss questions or concerns in advance of application for tenure and/or promotion with the department chair, tenured members of the department, and the dean.

Criteria for Professor Merit:

Upon reaching the fifth year of service at the rank of Full Professor, faculty are eligible to seek designation as a Professor of Merit by demonstrating sustained, successful, and professionally significant activity over the most recent five years in the areas of teaching, research/creative activity, and service.

In the area of teaching, a demonstrable record of self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching; syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes; and evidence should be provided that the candidate remains abreast of recent developments or activity in their field throughout the most recent five-year period since their last promotion.

In the area of research/creative activity, there should be documented evidence of ongoing engagement over the most recent five years with recognized national and/or international organizations, publications, and venues of professional significance respected and deemed appropriate by their department as highly relevant to the candidate's individual discipline.

In the area of service, there should be a professional record of continual service at the departmental, college, and university levels in addition to evidence of sustained professional service during the most recent five years that any candidate has served at the rank of Full Professor.

Criteria for Senior Lecturer:

Upon reaching the fifth year of service, Lecturers are eligible to seek designation as a Senior Lecturer by demonstrating sustained, successful, and professionally significant activity over the most recent five years in the areas of teaching and service.

In the area of teaching, a demonstrable record of self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching; syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and evidence should be provided that the candidate remains abreast of recent developments or activity in their field throughout the most recent five years.

In the area of service, there should be a professional record of continual service at the departmental, college, and university levels in addition to evidence of sustained professional service during the most recent five years that any candidate has served at the rank of Lecturer.

DEPARTMENT OF VISUAL ARTS AND DESIGN

GUIDELINES FOR TENURE AND/OR PROMOTION

Introduction

Visual Arts and Design faculty seeking tenure and/or promotion must comply with the standards outlined in *Chapter 2.6, Criteria for Appointment, Promotion, and/or Tenure*, of the Faculty Handbook.

Candidates for tenure and/or promotion will be evaluated in the following three categories:

- Effectiveness in Teaching
- Effectiveness in Research, Scholarship, and Other Creative Activities
- Effectiveness in Rendering Service

Candidates should be outstanding in at least two of the three categories but not void of accomplishment in any single area.

It is understandable that each of us has greater strengths in some categories than others and this document allows you to weight those strengths more heavily without penalty. However, in order to fully engage and support the mission of the University we must all be effective teachers, productive scholars, and creative artists or professionals engaged in professional, institutional, and community service. The awarding of tenure and/or promotion is a recognition of your commitment to professional excellence as a professor by your colleagues, the University learning community, and the administration.

The following section describes each of the categories to help candidates better understand what sort of criteria should be considered when addressing each area.

Teaching Effectiveness

Teaching is a foundational professional function for faculty members at UNA. Demonstrating teaching effectiveness could include a personal teaching philosophy or narrative outlining your pedagogical process, examples of your course curriculum or studio assignments, collection of statistical data or assignment rubrics, examples of portfolios or work created to document student progress, self-reflective statements on semester course evaluations and examples of specific ways student feedback was applied to improve your course and/or teaching. Any professional awards or recognition for effective teaching should also be included.

Documentation of Teaching Effectiveness should include:

- **Course Syllabi**

Inclusion of course syllabi familiarizes evaluators with your course content; provides evidence that you are observing best practice guidelines; and documents the inclusion of required content such as current university policies on disabilities and Title IX reporting.

- **Student Achievement and Pre-Professional Growth**

Nothing speaks more highly of your teaching effectiveness than the quality of your student's work and their pre-professional growth and achievements. You should consistently collect and document this work for inclusion in your professional portfolio. Types of work, depending on the subject, may include:

- Student Portfolios, Journals, Sketchbooks
- Learning Assessment Data, Achievement on Professional Testing (Example: PRAXIS exam scores for double majors in art and education)
- Research, Papers, Presentations, PowerPoints (Examples: Student Fulbright research, community or conference presentations, and outstanding papers written for classes)
- Student Exhibitions, Competition Placement, Interviews with Professionals in their Discipline
- Student Publications, Commissions, Engagement in and contributions to Professional Organizations in their field and any offices held (Examples: Lights & Shadows and Kappa Pi magazines or other publications)
- Workshops taught, participated in, or attended (Examples: Student workshops taught at the Children's Museum of the Shoals, Kennedy-Douglass Center for the Arts, Arts Alive, or the Alabama Art Education Association)
- Honors, Honor Societies, Awards, Grants, Scholarships received (Examples: Kappa Pi and Phi Kappa Phi scholarships or positions as officers)
- Unsolicited Comments substantiating effectiveness in teaching and advising
- Graduate school acceptance, Residencies, Internships, Apprenticeships, Freelance work, Professional employment (part or full time), Community work in the arts.
- Peer Review/Classroom Assessments

Candidates are highly encouraged to request a formal peer review once or twice a year. These reviews provide important documentation of your teaching effectiveness as evaluated by knowledgeable peers and opportunities for untenured faculty to seek professional guidance.

- **Faculty Performance Report and Evaluations**

Faculty Performance Reports and Evaluations provided by the department chair should be included in the candidate's portfolio for both tenure and promotion, when applicable.

- **Student/Course Evaluations**

Analyze the data received from student course evaluations each semester and write a brief narrative describing how this information was applied to make positive changes within your courses when needed. Provide examples whenever possible, such as changes to curricular content, methods of student assessment, or teaching pedagogy.

Scholarly and Creative Professional Activities

Within the Visual Arts and Design department, colleagues are aware that you are actively engaged in your professional field, but this needs to be demonstrated to outside reviewers of your portfolio who may be unfamiliar with your specific discipline and teaching pedagogy. This can be accomplished in multiple ways such as a statement or narrative outlining your artistic, professional, and/or scholarly activities with specific examples included to support your narrative; written reflection on how your scholarly, artistic, or professional pursuits reinforce your pedagogical process and directly benefit students; and documentation of your relevant professional activities. Narratives should be sure to highlight the quality of the product (e.g., publication in a leading peer-reviewed journal; workshop invitation at a well-respected university/conference) and the venue. Emphasis should be placed on scholarly/creative activities that are peer-reviewed/juried and exhibited to an audience outside of the university and region. This section of the portfolio will vary among candidates from different professional areas.

The documentation of artistic, professional, and/or scholarly activities may include:

Scholarly Activities

- **Traditional Scholarship**

Art historians, art educators, and some other Visual Arts and Design faculty members engage in traditional scholarship and research. Demonstrate ongoing participation in scholarly activities by including sample peer-reviewed publications such as journal articles, chapters and other contributions to books, and edited books or monographs; conference and invited presentations; guest lectures; curated exhibitions; roundtable or workshop leadership or participation; research studies, and evidence of other relevant activities. Complete bibliographic information on publications and hyperlinks to websites or databases will help reviewers locate any material you do not include in your portfolio.

- **Scholarship as Aesthetic Inquiry**

The majority of Visual Arts and Design faculty engage in non-traditional scholarship and research. To provide academic context for portfolio reviewers who are more familiar with traditional scholarship, it would be helpful to include in your portfolio a description of the contemporary or historical influences or concepts that have shaped your work and contributed to your personal creative direction as an artist or designer; as well as any research that you have engaged in that relates to your curriculum design, teaching, committee work, or specific professional area.
- **Publications**

Document and include academic and creative work in your professional discipline such as books, journal articles, reviews, conference papers, photographs, and magazine or newspaper contributions; advertisements, logos, and other commercial art applications; and published digital media platforms, entertainment design, and other forms of emerging media. Include publishing information and any web links so that reviewers can easily locate and view your publications.
- **Grants and Awards**

In your professional area, you may receive internal and external grants and awards throughout your career. In this section of your portfolio, list any awards received and describe the criteria by which you were selected. Provide copies of any grants awarded along with a description of your work on the grant and any resulting outcomes or publications. This section of your portfolio is a wonderful place to demonstrate your professional ability and also provides an opportunity to recognize persons or organizations who provided support and assistance to you in this process.

Creative Activities

- **Fine Art**

Fine art includes drawing, painting, printmaking, fine art photography and ceramics, sculpture, mixed media, digital fine art, performance art, and four dimensional technologically based art. Document your creative activity by providing reviewers with a web link to a supplemental portfolio of your recent work. Include a professional artist statement along with your work that defines your philosophy, goals, and intent.
- **Design and Commercial Art**

Within the Visual Arts and Design department, there are many different areas of design that may be documented and included in your professional portfolio. Design projects may include food design and styling, set design, fashion design, interior design, lighting design, book design, exhibition design, product design, compositional design in photography, commercial art, product design, and interactive design for digital media platforms including sound, level, music, logic, scripts, and more. If you are an artist, designer, or chef, document your creative activity by providing reviewers with a web link to a supplemental

portfolio of your recent work along with a statement defining your philosophy, goals, and intent.

- **Additional Creative Endeavors**

Many artists or creative individuals work in more than one professional area. Visual Arts and Design welcomes the inclusion of additional creative mediums in your supplemental portfolio of recent works. It would be helpful to include a narrative explaining your goals and intent regarding additional creative works.

- **Exhibitions**

Retain and include copies of exhibition invitations, publicity posters, exhibition articles or publications, installation or gallery talk videos or photographs, exhibition web links, and notes or letters of appreciation as supportive documentation for this section of your portfolio. While Visual Arts and Design is familiar with your work, outside reviewers may not be.

- **Clients**

When presenting commercial work in your professional portfolio, list clients and provide examples of your work. Do not include prices charged for purchased works.

- **Collections**

List organizations or individuals that have purchased or were gifted with your work. Whenever possible, include titles, descriptions, and visual images of the works collected for those who will review your portfolio.

Professional Activities

- **Presentations and Performances**

In your professional area, you may be asked to serve as a keynote or guest speaker, presenter, instructor, or performer. Presentations and performances may be academic, commercial, or artistic in nature, depending upon your professional discipline. This section of your portfolio should include web links, catalogue abstracts or references, session posters, advertisements, publicity articles, or videos documenting your work. It would also be helpful to write a brief description of the purpose of the presentation or performance and the intended audience to enhance understanding of your work for portfolio reviewers outside your field. Public presentations, performances, and gallery talks may also be included in your portfolio within the area of professional or community service.

- **Workshops**

Document and describe the nature of workshops you have taught. Include your role in the workshop, a profile of workshop participants (general public, prospective students, PK-12 educators, college students, higher education peers, or targeted art professional groups). This will increase awareness and understanding of your professional focus among peers within the artistic

community, while advocating the value of your creative work to those outside it. Workshops taught may also be included in your portfolio within the area of professional or community service.

- **Curation**

Using their professional knowledge, art historians, artists, fashion or interior designers, and culinary experts serve as curators for public exhibitions. If you engage in this activity, include and document it in your portfolio here via exhibition catalogues, installation photographs, publicity articles, web links, and correspondence from the sponsoring museum, organization, gallery director, or participants. Letters or notes of appreciation resulting from curated exhibitions are a wonderful way to reinforce the fact that others inside your field and the broader arts community recognize your professional expertise and hold you in high regard. Service as a curator may also be included in your portfolio within the area of professional or community service.

- **Fellowships and Residencies**

If you are awarded fellowships or residencies, document this in your portfolio here by including acceptance letters, an explanation of the intended purpose of the fellowship and or residency, and a formal statement of the outcome. Outcomes may range from academic or professional research, written work for publication, skills gained, or works created. Include the dates and primary information describing your fellowship or residency for portfolio reviewers.

- **Letters of Support**

It is useful to include letters of support from both internal, external, and outside reviewers in your tenure and/or promotion portfolio. The only exception is letters from individuals who are officially reviewing your portfolio. Any letters of this type will be added by the Department Chair after you receive approval to advance to the administrative portfolio review level.

Service Endeavors

Service is an essential component of professional life at the University of North Alabama. This area of your portfolio is intended to document service contributions beyond the classroom made by Visual Arts and Design faculty members to the department, university, community, and their profession.

As a department, VAD seeks to provide a collegial, constructive work environment where service duties and responsibilities are shared equally by colleagues and each faculty member has a voice. Faculty are expected to exhibit a high level of commitment to the welfare of VAD by displaying mutual collegiality, attending relevant meetings, and participating in departmental events.

There should be a correlation between the nature of the service and your specialized field whenever possible and active participation in service activities should demonstrate your constructive contribution to the overall development and growth of our program within the larger cultural community.

Faculty members are expected to exemplify professionalism in their field when representing UNA on the local, regional, national, or international level and to promote the interests of Visual Arts and Design programs both within university and the surrounding community. Service activities may include but are not limited to:

I Departmental Service

Include a narrative describing the departmental service activities that you participate in. Collect documentation of these activities as they occur throughout the year and use this to substantiate your departmental service narrative. Departmental service includes, but is not limited to, engaging in departmental and inter-departmental programs and committees; active student recruitment and retention for Visual Arts and Design; student portfolio reviews; curriculum development and revision; academic advising; university gallery and departmental events; as well as recommending necessary curriculum resources, studio or lab equipment, and essential facility improvements in your professional teaching area. Additional areas of service may include support or sponsorship of student organizations or honor societies; study abroad programs; student field trips, hosting or supervising student extracurricular events or activities, mentoring, and other related areas of service.

II University Service

This section of your tenure and/or promotion portfolio should include a narrative outlining your engagement in university activities and events, work on national accreditation, service on university committees, cross-curricular collaborations, and any outstanding service you provide to state or national committees in your professional area that represent our University. Collect documentation of these activities as they occur throughout the year and use this to substantiate your university service narrative. Service activities will vary among the professional areas within Visual Arts and Design. An example of this would be the Culinary Arts in which activities such as event management, public workshops and demonstrations, and other related areas of service should be included such as work with The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) that heightens program viability.

National Accreditation

Using their professional knowledge, some Visual Arts & Design faculty work on acquiring and maintaining accreditation from national accrediting agencies such as the National Association of Schools of Art and Design (NASAD), the Council for Interior Design Accreditation (CIDA), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This faculty effort is critical to our success because national accreditations validate the quality of

our department; enhance the reputation of our university; and advance our goal of competitive student recruitment and retention. Document and describe your role and the nature of your work regarding national accreditations here.

III Professional/Community Service

Professional or community service activities include the dissemination of knowledge locally, regionally, or nationally through public lectures, presentations, workshops, and exhibitions in galleries, museums, or other educational institutions; the contribution of knowledge and skills through interdisciplinary collaboration, editing, manuscript translation, peer reviews; the demonstration of leadership and organizational skills through uncompensated positions in professional or community organizations such as engaging in curatorship, chairing conference sessions, designing or grading advanced placement, or serving as consultants. Professional and community service activities will vary among the professional areas within Visual Arts and Design and are not solely limited to the activities described above. Examples of this could include the creation of a community mural or donating artworks to raise funds for a local organization or school.

Juror Service

Document and include your service jurying local, regional, statewide, or national art and design competitions, culinary competitions, service on advanced placement portfolio review committees, service reviewing discipline specific journal articles or books, and service as a grant reviewer or accreditation site-evaluator.

Professional Boards and Directorships

As you progress in your professional and public life you may have the opportunity to become a director or board member. This is an important honor and responsibility which provides public recognition that you are a skilled academic, creative, or civic leader with good judgment and character. Document these activities by including your professional title, a mission statement from the organization or board, and a definition of your exact role within the organization. Be sure to retain and include any examples of achievements in this role as well as any letters of commendation from the organization or board that would help in supporting your tenure and/or promotion.

Appendix

The University Policy *Minimum Qualifications by Ranks* (Faculty Handbook 2.6) denotes the University's criteria for rank advancement. The department further supplements those criteria with the following expectations:

To be awarded tenure, the candidate will demonstrate:

1. Evidence of and potential for effective teaching in the assigned subject field.
2. Evidence of and ability for success in creative or scholarly pursuits relevant to the teaching areas.
3. Evidence of collegial service within the Visual Arts and Design department and the local community.

For promotion to the rank of Associate Professor, the candidate will demonstrate:

1. Evidence of successful teaching in the assigned field, an aptitude for innovative curriculum development, and the ability to adapt to technological change.
2. The accumulation of successful and meritorious creative/scholarly pursuits relevant to the teaching areas.
3. Evidence of relevant and effective service to the department and university and greater community at the local, regional, or national level.

For promotion to the rank of Full Professor, the candidate will demonstrate:

1. A record of teaching excellence, commitment to curriculum development and innovation, and active involvement in matters relevant to the department's future program growth.
2. The accumulation of a significant body of outstanding creative or scholarly work that exemplifies one's professional practice.
3. Evidence of sustained, relevant, qualitative professional service to the departmental and university at regional, national, or international levels.

National Guidelines

The Department of Visual Arts and Design adheres to the professional guidelines and standards recommended by the College Art Association, the National Association of Schools of Arts and Design, the Council for Interior Design Accreditation, the American

Culinary Federation Education Foundation Accrediting Commission, and the Southern Association of Colleges and Schools Commission on Colleges. Based upon the size and scope of our program and available resources, the level of achievement for scholarly and creative endeavors is defined as follows:

Faculty will commit to vigorous engagement in creative research, publication, presentation, and exhibition within their area of expertise. According to the level of professional development expected, research and exhibition activities may encompass local, regional, national, and international venues. Studio art is a professional area in which scholarship can be aesthetic inquiry which may not align with traditional forms of academic description. However, candidates should demonstrate a course of intentional creative inquiry, exploration, and growth evidenced by a series of exhibitions for professionally discerning audiences. The quality of a professional exhibition and publication record will be held at a higher premium than quantity.