

## **School of Art**

### **Criteria for Reappointment, Promotion, and Tenure**

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## **Section I**

### **Preamble**

The criteria for reappointment, promotion, and tenure in the School of Art reflect the mission of the School and intend to serve the best interests of the College and the University. The candidate and the School Director share responsibility for undertaking the RPT review, with support from the University, the College, and especially senior colleagues.

The purpose of this document is to provide a clear description and application of the specific criteria for reappointment, promotion, and tenure, as approved by the Faculty of the School of Art. An area as complex and sensitive as a reappointment, promotion, and tenure consideration cannot be specified so thoroughly that it includes every potential criteria variation. These guidelines therefore present a general definition of criteria which should be commensurate with the candidate's discipline or area of emphasis.

The SOA criteria and procedures work in tandem with the College of DAAP RPT Procedural Guidelines document (4/28/05) which covers essential information concerning the Timeline for Dossier Submission, Preparation of the Dossier, Content and Format of the Dossier, and Evaluation of the Dossier. In addition, all documents follow Article 7.5.1 of the AAUP Collective Bargaining Agreement which states that, "RPT recommendations shall be based on criteria related to the responsibilities and functions of the candidate's academic unit or library jurisdiction." Therefore, the SOA document takes precedent when it differs from the College RPT Procedural Guidelines.

The guidelines for procedures and criteria for RPT and for the constitution of the SOA RPT Committee are in conformity with University rules and policies. This document is intended to assist candidates in making the case for reappointment, promotion, and/or tenure and to assist those who must evaluate the candidates and make eappointment, promotion, and tenure recommendations and decisions.

## **Section II**

### **SOA Mission**

The mission of the School of Art is to educate students to become lifelong creators and thinkers by providing a multi-faceted encounter with the history, practice, teaching, and philosophy of the visual arts in various societies. The School of Art will champion the place and need of the visual arts in the greater community. We are committed to the development of fundamental skills and knowledge in studio practice, theory, history, culture, and research, coupled with in-depth advanced studies in contemporary practices. This development and study advances through a successful model of interdisciplinary learning across fine art, art history, and art education. We intend to remain a preeminent School widely known for a unique learning experience where exhilaration for dynamic practice and research ensures that academic study will have a transformative effect on the lives of our students. We will also continue to be a model for student mentoring and care.

### **Section III**

#### **Criteria and Means for Assessment**

Reappointment, promotion, and tenure are based on evidence and recognition of appropriate levels of performance in three specialized areas of activity: teaching; creative/research/scholarly activities; and service. RPT expectations presume continued growth and evolution in productivity over a faculty member's career. It is also expected that over the career of a faculty member, assessments will increasingly come from sources external to the University.

For purposes of this analysis, quality is defined in terms of the importance of the contribution to the discipline. (see Emphasis of Criteria section for details concerning: overall emphasis of criteria over the course of an individual's career, the reappointment and promotion of Field Service and Adjunct Faculty, and the appointment of retired faculty to Emeritus status).

Recommendation letters from the School RPT Committee and the Director, for the benefit of reviewers above the School level, may provide interpretation of the relative significance of the evidence in the dossier (such as the importance of particular journals or competitions) and the credentials of the external reviewers. These interpretations do not preclude independent assessment by subsequent levels of review.

#### **A. Teaching**

Teaching activities revolve around the knowledge, intellectual processes, approaches, and preparations that produce instruction and associated services for undergraduate and graduate students in the School. They also involve curriculum development, scholarship and research, creative work, and service achievements that inform and extend teaching and pedagogy.

The hallmarks of these criteria are effective classroom instruction, student learning and student mentoring.

Teaching effectiveness is the ability to transfer concepts, to develop skills and to cultivate critical thinking and judgement. Teaching effectiveness is demonstrated by improvement in a student's knowledge, skill, understanding, and critical inquiry.

There are general expectations of all faculty teaching in School of Art which include developing courses and preparing syllabi, readings, projects, and examinations; lecturing and/or leading seminar discussions; and providing guidance and criticism of student work and/or graduate research; supporting and directing undergraduate or graduate student efforts that lead to exhibitions, grants, honors, or public presentations; evaluating student performance; making effective use of course enrichment possibilities such as visiting speakers and critics, field trips, and innovative instructional technology.

Valuable pedagogical activities include original and creative instructional methods in the classroom, delivering current knowledge relevant to the subject matter, non-departmental teaching, and activities outside the classroom, such as advising, field trips, symposia, etc.

Teaching responsibilities might also include serving on graduate thesis committees, independent studies with students, participation and leadership in course and curriculum development, and mentoring teaching assistants.

Specific expectations for individual faculty members are to be determined in consultation with the School Director at the annual review.

### **Evidence used in Assessment of Teaching**

Activities related to teaching must be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure, and means of assessing these activities are evaluated as follows.

Dossiers will include:

- Self-evaluation of teaching
- Student course evaluations
- Representative syllabi, examinations (if used), and instructional course materials
- Peer reviews, completed during the current appointment period, observations, and/or letters from colleagues

Dossiers should also include evidence of the following, as appropriate:

- Letters from former students
- Nominations or receipt of awards and other forms of recognition
- Invitations to lecture or be a guest critic at UC or other schools
- Acceptance of student work in juried exhibitions, publications, conferences, awards received
- Activities that are related to the assessment of student learning, such as portfolio review, pedagogy workshops, or peer review
- Distinction of student production and performance
- Invited presentations and participation in academic, professional, and public meetings
- Documentation and dissemination of new courses or innovative approaches to existing courses (such as papers and articles published in peer reviewed journals, invited presentations and participation in academic, professional, and public meetings)
- Grants for course development
- Recruitment of students to the discipline
- Offering courses with honors and or courses offered for credit in other disciplines
- Thesis direction

## **B. Creative/Research/Scholarly Activity**

The norm in academia is to consider "Research" as encompassing "investigation" and "scholarly work." For a College such as DAAP, the creation of projects, artwork, plans, and built artifacts constitutes a clearly defined and valued mode of research. It is understood that faculty may engage in these activities to varying degrees.

With ALL creative/research/scholarly endeavors, review by qualified peers in the candidate's field is essential to assess the quality and significance of the work. For promotion and tenure, greater emphasis is placed on peer review from disinterested experts than on internal peer review or external peer review from collaborators and mentors.

### **1. Creative Research**

Creative research explores processes and ideas—theoretical, aesthetic, practical, technical, methodological—and produces representations of those ideas. Tangible academic benefits accrue when faculty members integrate creative research with teaching or scholarship and research, and when such work is disseminated to larger audiences through guest lectures, exhibitions, and publications.

### **Evidence for Assessment of Creative Work**

The School will assess creative research by examining products of creative activity as well as publications authored by the candidate and publications about the candidate's work.

The research will be evaluated by peers (both internal and external are expected for tenure and promotion to Associate Professor and Professor; there is no expectation for external reviewers for untenured reappointments), for originality, significance, and intellectual contribution to the discipline.

Activities related to creative research will be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure.

Dossiers will include:

- Self-Evaluation of Creative Research
- Peer review letters from colleagues (including from outside the institution for tenure and promotion to Associate Professor and Professor)

Dossiers should also include evidence of the following, as appropriate:

- Creative research (digital or print visuals of creative research (generally included in the optional supplementary dossier)
- Publication and dissemination of creative work in various formats
- Exhibition of art/professional work (one-person, collaborative or group exhibitions in galleries, museums, other exhibition venues)
- Record of juried exhibitions of art/professional work
- Curatorial projects
- Publication of original articles, chapters, books concerning the candidate's own research and creative work or other mention of the candidate's work
- Residencies or invited lectures
- Reviews or publications about work in catalogs, journals, or newspapers

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- Comissions
- Competitions (entered and placed)
- Reviews of work, exhibitions, or projects in catalogs, journals, or newspapers
- Inclusion in public, corporate, or private collections
- Invitations to jury or curate exhibitions
- Ability to attract funds to support research efforts of the candidate (including support of graduate students), particularly from sources external to the University
- Grants, awards, fellowships, and other research funding
- Professional service in the form of invitations to jury exhibitions; grants, awards, and fellowship, serving on panels and/or other professional activities that enhance one's standing and make a contribution to the discipline.

## **2. Scholarly Research**

Scholarly Research defines, develops, and applies knowledge of the discipline through intellectual and empirical investigation and interpretation. By means of dialogue and published scholarship, the body of knowledge is expanded, interrelated, connected with other disciplines, and made useful. These activities can significantly influence instruction, curriculum development, educational theory and application, and creative work.

Quality is paramount; quantity is to be considered within this context. In other words, quantity alone is not sufficient.

The candidate should show evidence of continuing productivity that will benefit the learning of others.

Scholarly research activities should carry a sense of overall direction, reflect important issues in the faculty member's fields, and make a contribution to the discipline.

### **Evidence used in Assessment of Research/Scholarly Activities**

Scholarly research activities should be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure.

The assessment of creative work for "quality" is through a published record of critical reception and/or published written works, and/or evidence of peer regard through juried or invited venues.

The work will be evaluated by peers, both internal and external (external required only in cases for tenure and promotion to Associate Professor and Professor), or originality, significance, and intellectual contribution to the discipline.

Dossier will include:

- Self-Evaluation of Scholarly Research
- Peer review letters from colleagues (including from outside the institution for tenure and promotion to Associate Professor and Professor)

Dossiers should also include evidence of the following, as appropriate:

- Publication of research (in various formats) and of extended reviews in peer refereed journals of acknowledged stature, so that the results become part of the archival literature.
- Books and chapters in books (single-author books are not required, but a commensurate body of work should be considered)
- Exhibition catalogues, essays, and related contributions
- Peer-reviewed and academic journals
- Published reviews of and references to the candidate's research, citations
- Book reviews by the candidate
- Curatorial projects
- Presentations at conferences, with possible subsequent publication in proceedings
- Invited presentations, workshops and seminars at other universities or research institutes
- Technical communications, communications on ongoing research, book reviews



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- Invited professional speaking engagements
- Publication in journals and/or conference proceedings with students
- Participation in joint research publications, such as Festschriften, corpora, encyclopedia, dictionaries, reference guides, and other compendia and anthologies
- Translations
- Popular press publications and media appearances
- Invited presentations, workshops and seminars at other universities or research institutes, museums, schools, civic institutions
- Editorships or editorial board memberships for research/scholarly works
- Serving as professional peer reviewer
- Publication in journals and/or conference proceedings with students
- Conducting workshops or chairing panels, conferences
- Obtaining competitive awards given to pursue research
- Ability to attract funds to support research efforts of the candidate (including support of graduate students), particularly from sources external to the University
- Grants, fellowships, sponsored projects, and other funding
- Solicited reviews of books, manuscripts, essays, and research proposals

### **C. Service**

Service activities involve intellectual, creative, administrative, and leadership expertise to support and advance: the academic institution, professional organizations in design and related fields; and public, civic and community organizations.

Activities may include: assisting the institution by serving in administrative positions or on academic committees; advancing the discipline beyond the institution by serving on professional or research boards; and contribution to groups in the community.

Since committees are a vital part of the University's governance system, it is expected that each faculty member will serve on committees and in other leadership positions at the School, College, and/or University levels. Consistent attention to duty and/or leadership in the administrative and governance functions is a valuable asset. However, for Junior Faculty, prior to the receipt of tenure, participation in School, College and University committees should be carefully assessed and determined in consultation with the School Director so that the candidate can focus his/her energies on the development of their Teaching and Creative or Scholarly Research credentials.

Participation in appropriate professional, technical and educational activities is important for the development of faculty members.

#### **Evidence for Assessment of Service**

Activities related to service should be documented in each dossier that is presented for reappointment, promotion, or consideration for tenure.

Dossiers will include:

- Self-Evaluation of Service

Dossiers may also include these items or evidence of these items, as appropriate:

- Peer review letters from colleagues (including from outside the institution for tenure and promotion to Associate Professor and Professor)
- Service to school, college, and/or university through committee work, administrative responsibilities, or other activities.
- Leadership and mentorship of student service activities in academic and community settings
- Service in academic, public, or professional associations as elected officer or board member
- Organizing and/or participating in professional conferences and meetings
- Collaboration with members of other institutions
- Reviewing grant or exhibition proposals
- Serving as referee or editor for national or international journals
- Professional service in the form of invitations to jury exhibitions; grants, awards, and fellowship, serving on panels and/or other professional activities that enhance one's standing and make a contribution to the discipline
- Service to state, national, and international organizations
- Service to the community through membership and leadership in local organizations and committees.

## **Section IV**

### **Application of Criteria for Reappointment, Promotion, and Tenure**

#### **A. Emphasis**

The emphasis, or weighting, of specific criteria will vary depending on the type of faculty appointment, as follows:

##### ***Tenure-Track Appointments***

Of the three principal areas of activity (teaching; creative, research and scholarly activities; and service), there is clear recognition at the University and national level of the primary importance of research in constituting a strong Research Level I institution such as the University of Cincinnati.

We further recognize that in constituting a strong School, individual faculty members will contribute in unique and different ways.

In light of this crucial fact, each faculty member may retain a certain discretion to choose how contributions within each of the aforementioned areas are to be weighted or emphasized, understanding that this is to be done carefully over time, in consideration of the overall needs and values of the School, and with the collaboration and concurrence of the School Director (as reflected in the Annual Reviews).

It is also understood that a faculty member should demonstrate a balanced, consistent, and adequate level of contribution in all these areas at all times. It is the responsibility of the faculty member to describe her/his area of emphasis in the Self Evaluation portion of the RPT dossier.

##### ***Qualified Faculty Appointments***

As represented faculty, qualified faculty are subject to the periodic review and RPT criteria described in this document and the UC/AAUP Contract. Qualified faculty are expected to have an emphasis on that particular area which justified their initial appointment or most recent reappointment and to bring that expertise to their teaching; however, there is also an expectation of growth. Qualified faculty are expected to engage in service activities inasmuch as those are activities to the profession and the community are integral to their professional focus.

A qualified faculty member's letter of appointment or most recent reappointment details his/her responsibilities, areas of emphasis, and workload expectations for reappointment and promotion in relation to the criteria outlined in this document (See Section V), and as such shall be given by the School Director to the relevant RPT Committees for use in their evaluation.

The letter should also state that future reappointments are contingent upon the faculty member having met the criteria described in these RPT guidelines and the need within the School and Program. The Faculty Member's Annual Review letter will further augment these conditions and future expectations. Each Qualified Faculty member is expected to demonstrate how development and transmission of professional expertise has been distributed over and achieved in the three principal areas of activity.

##### ***Represented Adjunct Appointments***

Since a Represented Adjunct Faculty member's (65% FTE) main responsibility is teaching, more emphasis will be placed on it and less on Creative/Research/Scholarly Activities and Service categories. Represented adjuncts are expected to attain the same Levels of Quality for reappointment and promotion.

## **B. Levels of Quality**

Definitions of levels of quality:

### ***Competent:***

A respectable level of endeavor, fulfilling the expectations of the faculty member as indicated by the appointment letter of the faculty member, in annual reviews conducted with the School Director, and as outlined in Article 3 in the AAUP Contract.

### ***Effective:***

A sustained and consistently good quality of contribution. With respect to creative or scholarly research, outcomes should result in dissemination and/or recognition (this may occur at multiple levels such as local, regional, or more broadly).

### ***Significant:***

A high level of sustained commitment; contributions consistently excellent and meaningful to the field or discipline. With respect to creative or scholarly research, outcomes should be acknowledged within the discipline as being of a high order on multiple levels (including local and regional venues, but requiring national or international importance)

Performance of lower quality is not considered satisfactory for reappointment, promotion or tenure.

**Note:** The scope of faculty engagement, in creative and scholarly research (e.g., exhibitions, publications, lectures, competitions, and curatorial projects) at the increasing levels of rank below, is normally expected to reach beyond local and regional in nature to include national and/or international activity or visibility. We recognize, however, that local and regional presentations of creative and scholarly research may be as significant, or more important as achievements than certain national or international presentations. Creative or scholarly research and achievements of faculty under RPT consideration will be evaluated by School of Art faculty, and external evaluators in the discipline, for quality and potential to make contributions to the discipline whether local, regional, or national in scope or engagement.

## **C. Application of Criteria and Levels of Quality with Respect to Rank**

### **1. Tenure Track Appointments**

#### **a. First Reappointment at Assistant Professor Level**

The candidate must show:

***effectiveness*** in

- *teaching*

and

***competence*** in both

- *creative or scholarly research*

and

- *service*

#### **b. Subsequent Reappointment at Assistant Professor Level**

The candidate must show:

***effectiveness*** in both

- *teaching*

and

- *creative or scholarly research*

as well as

***competence*** in

- *service*

#### **c. Promotion from Assistant Professor to Associate Professor**

The candidate must show:

***effectiveness*** in one and ***significance*** in the other

- *teaching*

- *creative or scholarly research*

as well as

***effectiveness*** in

- *service*

#### **d. Promotion from Associate Professor to Professor**

The candidate must show:

***significant performance*** in both

- *teaching*

and

- *creative/scholarly research*

as well as

***effectiveness*** in

- *service*

**e. Tenure**

The awarding of tenure is an important decision. It has a lasting impact on the future of the School and on the career of the faculty member seeking tenure.

In addition to meeting the requirements for Promotion to Associate Professor, the granting of tenure recognizes interests and abilities in the individual which are consistent with the long range well-being of the institution at all levels, and evidence of continuing growth and productivity.

The award of tenure is based on substantial accomplishment of high quality, and requires evidence of consistent and/or substantial creative/scholarly research effort, expertise, and increasing recognition of this effort and expertise on a regional and/or national scale via dissemination of research in peer-reviewed publications, or through peer-reviewed or invitational exhibitions.

Expectations presume continued growth and evolution in productivity over a faculty member's career. Quality is defined in terms of the importance of the contribution to the discipline.

**2. Qualified Faculty Appointments**

**a. Reappointment at Qualified Assistant Professor Level**

The candidate must show:

***effectiveness in***

- *teaching*

and

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence in***

- *service*

There is an expectation of continued and strengthened connection to the profession

Expectations presume continued growth and evolution in productivity over a faculty member's career. Quality is defined in terms of the importance of the contribution to the discipline.

**b. Subsequent Reappointment at Qualified Assistant Professor Level**

The candidate must show:

***effectiveness*** in one and ***significance*** in the other

- *teaching*
- and
- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence*** in

- *service*

There is an expectation of continued and strengthened connection to the profession

**c. Promotion from Qualified Assistant Professor to Qualified Associate Professor**

The candidate must show:

***effectiveness*** in one and ***significance*** in the other

- *teaching*
- and
- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***effectiveness*** in

- *service*

There is an expectation of continued and strengthened connection to the profession

**d. Subsequent Reappointment at the Qualified Associate Professor Level**

The candidate must show:

***effectiveness*** in one and ***significance*** in the other

- *teaching*
- and
- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence*** in

- *service*

There is an expectation of continued and strengthened connection to the profession.

**e. Promotion from Qualified Associate Professor to Field Service Professor**

The candidate must show:

***significant performance in both***

- *teaching*
- and
- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***effectiveness in***

- *service*

There is an expectation of continued and strengthened connection to the profession

**f. Subsequent Reappointments at the Qualified Professor Level**

The candidate must show:

***significant performance in both***

- *teaching*
- and
- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***effectiveness in***

- *service*

There is an expectation of continued and strengthened connection to the profession



### **3. Represented Adjunct Appointments**

Represented Adjuncts (65-99% FTE) are hired to concentrate their effort in classroom teaching. Therefore, criteria from the Teaching portion of this document are the primary Means of Assessment for Annual Adjuncts. Although the particular emphasis of a Represented Adjunct faculty member would be carefully established in conjunction with the School Director, there are general expectations for the focus of the Represented Adjunct faculty (see section on Emphasis above).

Titles of rank may include Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor.

Represented Adjuncts follow the same reappointment and promotion procedures as Tenure Track and Faculty. The following applications of criteria and weighting with respect to rank are to be followed in all cases with Represented Adjuncts.

### **4. Application of Criteria and Levels of Quality with Respect to Rank for Represented Adjunct Faculty (65-99% FTE)**

#### **a. Reappointment at Adjunct Assistant Professor Level**

The candidate must show:

***effectiveness in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***competence in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence in***

- *service* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

#### **b. Subsequent Reappointment at Adjunct Assistant Professor Level**

The candidate must show:

***effectiveness in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***competence in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence in***

- *service* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

**c. Promotion from Adjunct Assistant Professor to Adjunct Associate Professor**

The candidate must show:

***significance in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***competence in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence in***

- *service* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

**d. Reappointment at Adjunct Associate Professor Level**

The candidate must show:

***significance in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***competence in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***competence in***

- *service* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

**e. Promotion from Adjunct Associate Professor to Adjunct Professor**

The candidate must show:

***significance in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***effectiveness in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***significance in***

- *service* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

**f. Reappointment at Adjunct Professor Level**

The candidate must show:

***significance in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***effectiveness in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***significance in***

- *service* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

**5. Term and Annualized Adjunct Promotions**

Term and Annualized Adjunct promotion precedures are defined by the College. The following applications of criteria and weighting with respect to rank are to be followed in all cases with Term and Annualized Adjuncts.

**a. Promotion from Adjunct Instructor to Adjunct Assistant Professor**

The candidate must show:

***effectiveness in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

**b. Promotion from Adjunct Assistant Professor to Adjunct Associate Professor**

The candidate must show:

***significance in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***effectiveness in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***effectiveness in***

- *service*

**c. Promotion from Adjunct Associate Professor to Adjunct Professor**

The candidate must show:

***significance in***

- *teaching* (the faculty member must demonstrate that the requirements, as set out in the contract letter of appointment, are being met).

and

***effectiveness in***

- *creative or scholarly research* (the appropriateness of which should be determined by the initial appointment letter and subsequent annual reviews with the School Director)

as well as

***significance in***

- *service*

## **Section V**

### **Qualified Faculty Titles**

Full-time faculty with qualified titles are represented by the AAUP, follow the same RPT articles, and adhere to RPT Criteria developed at the academic unit level. Titles of rank in the Qualified Faculty Track parallel those in the Tenure-Track, with categories of Qualified Assistant Professor, Associate Professor, and Professor.

The School of Art considers that faculty members in the Qualified faculty track are professionals who have demonstrated depth of knowledge and/or extensive experience in one or more particular aspects of the art professions.

In art programs at peer institutions, comparable appointments carry titles such as "(Assistant/Associate) Professor of Practice," "Instructor," or "Lecturer."

These individuals are qualified to contribute significantly to the excellence of specific disciplines and are invited to join a program for one or more term appointments so that their area of specialization can augment or complement the expertise of the existing faculty.

Qualified faculty members are expected to maintain a strong connection with the discipline or activities for which they were brought into the School and to bridge teaching and research/creative/scholarly activity (either their own or others') with the profession, contributing to the development of the profession.

Tenure may not be granted to faculty in this track; however they may be reappointed for subsequent terms. Individuals who fulfill the appropriate criteria may apply for a separate open tenure-track appointment in the program, if one exists.

The individual's particular strengths that led to the hire, his/her specific responsibilities, areas of emphasis, and the workload expectations for reappointment and promotion in relation to the criteria are to be considered in RPT decisions. Formal annual review reports developed in consultation and agreement with the School Director will further establish or change the nature, scope, and workload distribution.

The School of Art considers teaching to be the primary consideration in importance for Field Service appointments. It is also understood that a faculty member should demonstrate a consistent and equivalent level of contribution in service as tenure-track faculty, though the nature of service assignments may differ. A Field Service faculty member may choose to engage in creative/research/scholarly work, and may be a very valuable contributor to the research mission of the School and College; however, it is recognized that this contribution is not the basis for reappointment decisions, as it is not the basis for appointment to Field Service positions. It is the responsibility of the faculty member to clearly describe the particular focus, relative importance, and interrelationships of teaching and service (as well as creative/research/scholarly activity if applicable), in the Self Evaluation portion of the RPT dossier.

## **Section VI**

### **Emeritus Faculty**

Emeritus status is defined by the University as “as a non-salaried, non-official position and academic title of honor, usually corresponding to that held in the last period of active academic service.” Each faculty member who is approaching retirement and who wishes to be appointed to Emeritus status upon retirement shall submit a c.v. and brief biography highlighting the faculty member’s most significant achievements in Research, Teaching, and Service.

All full-time School faculty members are eligible to review the c.v. biography and provide written comments to the School Director on the awarding of emeritus status. In addition to using the School RPT criteria, the faculty should give additional weight to long term (at least five years) service to the School. The school Director makes a written recommendation to the Dean for appointment to Emeritus status based upon the c.v. and biography, and the faculty review.