

ETSU DEPARTMENT OF ART AND DESIGN

THIRD YEAR REVIEW, TENURE, AND PROMOTION CRITERIA

and

ANNUAL FACULTY PEER EVALUATION GUIDELINES AND FORMS

Submitted 2006/07 Revised 2014/15

SECTION I. Third Year Review, Tenure, and Promotion Criteria

A. Introduction

Their relevant sections of the ETSU Faculty Handbook supersede these guidelines. Each section is indexed (in parenthesis) to the pertaining portion of the current, on-line, Handbook. Candidates for retention, tenure and promotion should refer to the Faculty Handbook for further information.

1. Third Year Review and Criteria for Reappointment (2.3.5)
2. Criteria for Tenure (2.3.)
3. Criteria for Promotion to Associate Professor (2.4.8 through 2.4.8.6)
4. Criteria for Promotion to Full Professor (2.4.9 through 2.9.6)

SECTION II. Peer Evaluations Guidelines and Forms.

A. Introduction

The goal of this process is to ensure excellence in teaching and quality regarding both research and service. The process should also enhance communication between faculty members and the chair pertaining to the department's expectations and the candidate's performance. The faculty being reviewed shall be given a written assessment from an evaluation team to help serve the individual faculty in the areas of retention, promotion, tenure, and salary decisions.

1. Annual Faculty Peer Review (2.3.18.8.)
2. Peer Evaluation Forms (2.3.18.8.)

SECTION I.

1. Third Year Review and Criteria for Reappointment (2.3.5)

1. In early January, faculty member will schedule a meeting for the spring semester. All tenured faculty members will vote on the recommendation for retention of the candidate. The department chair will attend and participate in the discussion. S/he will not vote but will provide a written report to the candidate.

The faculty member will provide the committee with the following items at least one week before the scheduled meeting.

- a. Current resume.
- b. Evidence of creative / scholarly activities.
- c. Evidence of service: including advisement, departmental committees, institutional, professional, and community service.
- d. Annual peer review evaluations and student evaluations (all evaluated courses from each of the five previous semesters). Syllabi from spring semester and all courses taught the previous five semesters and other evidence of teaching activity from spring semester and courses all courses taught the previous five semesters. Studio faculty may choose to include a visual presentation.
- e. Written objectives (FAP) from the past two years and for the next academic year.

2. If the vote to recommend the candidate is favorable, the department chair and the tenured faculty will document the strength and weakness of the candidate's progress toward tenure and promotion. The assessment of progress toward tenure will be reviewed and signed by the chair and the committee, and then by the faculty member.

Should the recommendation be against retention of the candidate, the chair will inform the candidate and initiate either a course of specific actions to address the issues raised by the faculty or initiate the dismissal procedure.

3. The third year review document, and vote, will form part of the candidate's tenure application.

4. If department criteria change, faculty must be notified promptly. Faculty may continue with the department standards under which they were hired, or they may have a minimum of three years to comply with new department standards. Faculty will consult with the chair as to implementing the transition. NOTE: This provision does not apply to university or TBR policy changes.

SECTION I

2. Criteria for Tenure (2.3)

Tenure is regarded by the Department of Art and Design as a major step in a faculty member's professional career. The following sets standards for tenure and provides guidelines for determining typical professional activities and their documentation. It is designed to conform to the standards set forth by the University in the Faculty Handbook (section 2.3) and to define them as they apply to Department of Art and Design faculty in particular.

Tenure deliberations normally occur during the sixth year of service unless an earlier date has been specified at the time of initial appointment. Tenure is awarded to faculty members who have demonstrated the capacity for excellence during their probationary period, and who show the potential of sustaining it throughout their career. Competence alone is not an adequate basis for tenure.

In the Department of Art and Design, the Tenure Review Committee is composed of all tenured faculty members. A representative of the Tenure Review Committee is selected by the Chair to summarize the faculty discussion and present the summary and vote to the Chair. The Chair will make his/her recommendation separate from the Tenure Review Committee. Review materials documenting a faculty member's activities in teaching, research/creative achievement, and service will vary with the academic discipline, whether it is in studio art, design, or art history. However, these materials should consist of a dossier, a current resumé, and any supporting materials such as sample publications, videos, slides, or other appropriate forms of documentation. The candidate's third year review document should also be made available. It is the responsibility of the non-tenured faculty member to create, and with the exception of copier use, pay, for the production of her/his dossier materials. Each faculty member is responsible for the accuracy and completeness of the factual records and informational material contained in the dossier prior to the beginning of the review process. Faculty members may suggest names of external evaluators, but in no case should the candidate directly solicit the external assessment letters. A complete set of review materials must be available for review in the Department of Art and Design at least one week prior to a Review Committee's meeting with the faculty member. The faculty member will have an opportunity to meet with the Tenure Review Committee to present his/her tenure application materials and discuss their application.

All candidates for tenure shall be evaluated according to three general criteria ranked in importance in this order: (1) Teaching ability and effectiveness; (2) Research, scholarship, creative achievement; and (3) Service to the University, the public, and the profession. Standards for research, scholarship and creative activity are rigorous, but are intended to be flexible so long as the activities have been peer reviewed. Each candidate is expected to have made progress and to show future promise of making significant contributions to each of these areas. In tenure, as with promotion considerations, it is recognized that strengths in some areas may balance lesser but adequate accomplishment in others. The job description of a particular faculty member (administrative duties, etc.) may influence the priorities in this balance. It is the responsibility of the faculty member to keep careful records to document achievements in the above areas.

Criteria for Tenure (2.3.7)

a. Teaching

- i. Candidates should have established a reputation as effective teachers as judged by their peers in the department (as demonstrated in peer reviews), and by students as documented in their Student Assessment of Instruction reviews.
- ii. Candidates should demonstrate effective teaching, and capacity to learn new ideas and skills in order to modify present courses and develop new ones, such as special topics courses. Using the Internet in classroom related activity, Blackboard, PowerPoint, and enrolling in training workshops (on and off campus through funded programs such as presidential grants-in-aid, instructional grants, etc. are examples of such activities and skills.
- iii. Candidates should demonstrate the capacity to extend their influence beyond their assigned undergraduate classes in activities such as teaching on the graduate level, serving on graduate student committees outside their area, supervising G.T.A.'s, working with independent study students or interdisciplinary programs such as Honors Students, etc.

b. Research/Scholarship/Creative Activity

Studio/Design Faculty

- i. Candidates should be professionally active. Their activities should result in some of the following: peer-reviewed exhibitions, commissions, awards, consulting, adjudication, presentations and publications (print and electronic) and/or other forms of professional recognition that demonstrate a minimum of strong regional success with some national recognition. It would enhance the candidate's chance for tenure to have more national than local or regional activities. Local activities alone will not be sufficient for granting tenure.

Art History Faculty

- i. Candidates should be professionally active resulting in peer-reviewed publications and presentations that demonstrate regional activities (conference presentations, etc.) plus activities targeted at national or international recognition.

c. Service

- i. Candidates are expected to contribute to the committee and other work of the Department and/or College. They should have some service involvement with their profession (active membership or leadership in related organizations and/or activities that promote and support the discipline) as well as arts activities in the local/regional community.

- ii. Candidates are expected to assist in the management of their respective concentration area.
- iii. Studio faculty who oversee area facilities, labs, and studios are expected to provide documentation regarding the nature of that important service.
- iv. Candidates should be competent advisors serving their specific area's students or being involved in advising undeclared undergraduate students.

SECTION I.

3. Criteria for Promotion to Associate Professor (2.4.8 through 2.4.8.6)

a. Teaching

- i. Candidates should have established a reputation as an excellent teacher as judged by their peers in the department (as demonstrated in peer reviews), and by students as documented in their Student Assessment of Instruction reviews.
- ii. Candidates should demonstrate outstanding teaching and capacity to learn new ideas and skills in order to modify present courses or develop new ones, such as special topics courses.
- iii. Candidates should demonstrate the capacity to extend their influence beyond their assigned undergraduate classes in activities such as teaching on the graduate level, serving on undergraduate and graduate student committees outside their area, supervising G.T.A.'s, working with independent study students or interdisciplinary programs such as Honors Students, etc.

b. Research/Scholarship/Creative Activity

Studio/Design Faculty.

- i. Candidates should be professionally active. Their activities should result in most of the following: peer-reviewed exhibitions, commissions, awards, consulting, adjudication, presentations and publications (print and electronic) and/or other forms of professional recognition that demonstrate a minimum of strong regional success with some national recognition. It would enhance the candidate's chance for promotion to have more national than local or regional activities. Local and regional activities alone will not be sufficient for granting promotion.

Art History Faculty

- i. Candidates should be professionally active resulting in peer-reviewed publications and presentations that demonstrate some regional activities (Conference presentations, etc). Primarily, their activities should be targeted at national recognition.

c. Service

- i. Candidates are expected to contribute to the committee work of the Department and/or College. They should have some service involvement with their profession (active membership or leadership in related organizations) and in the local/regional community.
- ii. Candidates are expected to prove effective in the management of their respective concentration area facilities (i.e. labs, media centers, and studios). Those individuals

are expected to provide documentation regarding the nature and frequency of that important service.

- iii. Candidates should demonstrate a commitment to serving their specific area's students as their major advisor, or being involved in advising undeclared undergraduate students.

SECTION I.

4. Criteria for Promotion to Full Professor (2.4.9 through 2.9.6)

a. Teaching

- i. Candidates should have established a reputation as an excellent teacher as judged by their peers in the department (as demonstrated in peer reviews), and by students as documented in their Student Assessment of Instruction reviews.
- ii. Candidates should demonstrate outstanding teaching and capacity to learn new ideas and skills in order to modify present courses or develop new ones, such as special topics courses.
- iii. Candidates should demonstrate the capacity to extend their influence beyond their assigned undergraduate classes in activities such as teaching on the graduate level, serving on undergraduate and graduate student committees outside their area, supervising G.T.A.'s, working with independent study students or interdisciplinary programs such as Honors Students, etc.

b. Research/Scholarship/Creative Activity

Studio/Design Faculty.

- i. Candidates should demonstrate excellence in research/creative activities. Their efforts should result in most of the following: peer-reviewed exhibitions, museum exhibitions, museum acquisitions, commissions, awards, consulting, adjudication, presentations and publications (print and electronic) and/or other forms of professional recognition that demonstrate both strong regional and national recognition. Regional and local activities alone will be insufficient for promotion to full professor.

Art History Faculty

- i. Candidates should be professionally active resulting in peer-reviewed publications and presentations that demonstrate national recognition. That recognition needs to be manifest in multiple ways.

c. Service

- i. Candidates are expected to demonstrate leadership in the committee work of the Department, and participation in College, and University related committee work.

They should have considerable service involvement with their profession (active membership or leadership in related organizations) and play prominent roles in the local/regional community.

- ii. Candidates are expected to prove effective in the management of their respective concentration area facilities (i.e. labs, media centers, and studios). Those individuals are expected to provide documentation regarding the nature and frequency of that important service.
- iii. Candidates should demonstrate a commitment to serving their specific area's students as their major advisor, or being involved in advising undeclared undergraduate students.

SECTION II

1. Annual Faculty Peer Review

Assistant Professor:

All Assistant Professors shall be assigned a team of two faculty members of higher rank, selected by the chair, early in the fall semester of each year. By October 1st the individual being evaluated will provide the evaluation team with the following:

- Current resume
- Student evaluations (2 courses from each of the two previous semesters), syllabi from each course taught that academic year, other evidence of teaching activity
- Evidence of research/creative/scholarly activities
- Evidence of service: this includes advisement, departmental committees, institutional, community, and professional service
- Proposed objectives for the next academic year (written)
- At least one of the evaluation team members will be invited to observe a class, chosen by the faculty member being observed, during the month of October.

The evaluating team will write a report, submitted on a standardized form, of the professor's performance regarding the areas listed above and will each sign off on the form. The team will submit its report to both the faculty member and the Chair for their review and signature by October 31st. The Chair will include a discussion of the team's report at an annual meeting with the chair, coinciding with the review of the FAE.

Associate Professor:

All Associate Professors shall be assigned a team of two faculty members of higher rank, randomly selected, by the chair, early in the fall semester of each year. By October 1st the individual being evaluated will provide the evaluation team with the following:

- Current resume
- Student evaluations (2 courses from each of the two previous semesters), syllabi from each course taught that academic year, other evidence of teaching activity
- Evidence of research/creative/scholarly activities
- Evidence of service: this includes advisement, departmental committees, institutional, community, and professional service
- Proposed objectives for the next academic year (written)
- At least one of the evaluation team members will be invited to observe a class, chosen by the faculty member being observed, during the month of October.

The evaluating team will write a report, submitted on a standardized form, of the professor's performance regarding the areas listed above and will each sign off on the form. The team will submit its report to both the faculty member and the Chair for their review and signature by October 31st. The Chair will include a discussion of the team's report at an annual meeting with the chair, coinciding with the review of the FAE.

Full Professors:

Due to their comprehensive record of teaching, research, and service, Full professors will not be required to undergo an annual peer evaluation. They will be called upon to serve as evaluators for both Assistant and Associate Professors, contributing further service to the department, college, and the university. They will participate in the annual faculty review by the Chair and Dean.

SECTION II

2. Peer Evaluation Forms

Semester/Year of evaluation: _____

Name and rank of the faculty member being evaluated: _____

Names of the faculty conducting the evaluation:

This form is provided to aid in the process of evaluating faculty teaching, research/creative activities, service activities, and future objectives in all three areas of evaluation. The evaluator may choose to attach an evaluation in narrative form in lieu of using this form.

TEACHING

Class Evaluation

Course number and name of the class visited: _____

Date of classroom visit: _____

Based upon the evaluator's **classroom observation**, does the teacher meet or exceed acceptable departmental standards and practices of teaching?

Yes No

Comments regarding observed teaching

Consider the class objectives for this day, public speaking skills, methods of presentation, use of visual aids, ability to conduct discussions and critiques, interaction with students, and demonstrated command of the subject presented.

Identify specific examples of classroom effectiveness:

Identify specific examples of needed improvement:

Provide suggestions for improvement:

Comments regarding other evidence of effective teaching

The faculty may provide additional evidence of teaching effectiveness. Such evidence may include the same information that is included on the Faculty Action Report (FAP) such as student accomplishments, awards for teaching, or evidence of teaching leadership. The faculty must provide Student Assessments of Instruction (SAI) from previous semesters.

Consider the evidence presented and comment on the significance of that information.

RESEARCH/CREATIVE ACTIVITY

Based upon the list of activities provided, does this faculty member meet or exceed acceptable departmental standards of research and/or creative activity?

Yes

No

Comments regarding research/creative activity

Evaluator may choose to comment on the quantity and quality of the activities sited.

Identify specific examples of exceptional achievement:

Identify specific areas of needed improvement:

Provide suggestions for improvement:

SERVICE

Faculty will provide evidence of service activities to include advisement, departmental committees, institutional, professional, and community service, etc. This may be the same list used for the annual faculty activities report.

Based upon the list of activities provided, does this faculty member meet or exceed acceptable departmental standards of service?

Yes No

Comments regarding service activity

Comment on the quantity and quality of the activities sited.

Identify specific examples of exceptional service:

Identify specific areas of needed improvement:

Provide suggestions for improvement:

Proposed Objectives for Next Academic Year

Evaluate the stated goals and objectives provided including areas of professional development.

Comment on the appropriateness of such goals and offer suggestions to enhance performance.