

## **Approved (4.13.11)**

### **Guidelines: Evaluation, Promotion, and Tenure College of Fine Arts and Humanities**

The purpose of this document is to clarify standards applied during evaluation, promotion, and tenure processes within the College of Fine Arts and Humanities. Each faculty member is evaluated in terms of his/her achievement in the following categories:

- I. Teaching
- II. Scholarship (Research/Creative Activity)
- III. Service

Strong performance in all categories is expected; exemplary performance in one category will not substitute for deficient performance in another. In addition to the statements included in the *Guidelines: Evaluation, Promotion, and Tenure* approved October 2008, the Dean and Department Chairs of the College of Fine Arts and Humanities are of the opinion that the following additions to and interpretation of stated criteria are useful to evaluating the faculty in the College. Individual departments will develop documents reflecting their interpretations of College Guidelines.

#### **I. Teaching**

The primary component of a faculty member's role in the College of Fine Arts and Humanities is quality undergraduate and graduate teaching. Instructors should demonstrate expertise in content areas and methodologies relevant to their disciplines and areas of specialty. They should initiate innovations in teaching which lead to improvements in the teaching/learning experience, conduct timely revision of course materials, apply information gleaned from assessment, and develop new courses as needed. Faculty are expected to demonstrate competence by organizing significant and current subject matter; to present class material with expertise and coherence; to maintain grading standards in line with program expectations; to establish a rapport with students that enhances and nurtures the educational process; to evaluate students fairly and impartially; and to maintain professional standards and expectations. Quality is expected to be consistent across face-to-face and online classes.

Evidence of teaching effectiveness may include competent academic advising and mentoring of student scholarship.

Competence and effectiveness in teaching are evaluated annually by self, students, colleagues, the department chair, and the dean. Evaluation by students is formally represented through administration of Student Evaluation of Instruction forms.

Numerical means should support evidence of a high level of teaching. Qualitative commentary from students and alumni is also pertinent. Chair and peer observations and documented records of success by students in competitions, publication, and application of instructional content, or other accomplishments are also relevant. Further information regarding teaching effectiveness may come from, but is not limited to, inspection and review of course syllabi, directed theses, teaching awards, and instructional development grants.

## **II. Scholarship (Research/Creative Activity)**

Scholarship complements quality teaching. Faculty must demonstrate competence in research and/or creative activity appropriate to the discipline. There is an expectation that substantial scholarship will occur at the regional and international/national levels. Evaluation of scholarship is based first upon quality and second upon quantity.

Factors which delineate quality of research/creative activity include:

- **The level and reputation of publication/creative activity forum.** Association-sponsored journals are evaluated relative to the quality of the journals and the level of the association which publishes them: international/national, regional, and state in descending order. Some non-association journals rate highly (e.g. editorial boards, acceptance rates, disciplinary relevance), and others do not. While faculty are encouraged to publish, perform, or present in outlets they consider appropriate to their content and methodological specializations, they are advised to seek the opinions of colleagues within their unit regarding the quality and appropriateness of publication/creative activity forums. Online publications are evaluated according to the same standards as print publications. Peer reviewed books and book chapters are also appropriate.
- **The review process utilized by the forum.** Blind review by multiple reviewers is the commonly accepted procedure for research/creative activity. Non-refereed publications/presentations/performances are considered secondary, rather than primary, evidence of research/creative activity. Inclusion of selection policy and review board membership for research/creative activity are recommended in evaluation reports and promotion/tenure portfolios.

## **A. Research**

Faculty must demonstrate competence in a research methodology and a content area appropriate to the discipline. Publication of a faculty member's work implies a judgment by editors and reviewers of its relative merit. Publication is expected to be in outlets appropriate to the discipline and to the subject under investigation. Journal articles, books, and book chapters represent primary evidence of refereed publications. Refereed grants from outside UNK are also relevant. Additional evidence of research activity includes papers and workshops presented at professional meetings; participation in invited seminars, symposia, and workshops; and grant writing activities. Ideally, convention papers are initial forms of scholarship that can lead to publication.

## **B. Creative Activity**

In the fine and performing arts, creative activity is valued and measured as equivalent to research. Creative activity is the creation of original works as well as the performance or direction of performance in artistic productions. Faculty must present a high quality of performance as indicated by inclusion of works in permanent collections, commissions, acceptance of works in juried or invitational exhibitions or performances, and success in competitions, festivals, recitals and concerts. Success in creative activity is measured through professional critical review and/or external peer review within the discipline. Creative activity without this review component should be considered as secondary, rather than primary, evidence of scholarship. Information regarding the review process should be included in the portfolio.

## **III. Service**

Service is an essential component of professional life at a university. Faculty members are expected to be involved in activities that may occur at the department, college, university, community, and state/regional/national levels. Representative service is expected, but faculty members need to monitor their service so that it does not distract from their performance in teaching and scholarship.

## **Protocol Notes**

Faculty members may choose to include evaluative letters from outside reviewers. These individuals should be sufficiently familiar with the faculty members' work to be able to provide substantive insight, and they need to be willing to read and evaluate selected scholarship. Arrangements for these letters should be coordinated with the department chair.

Evaluative letters in the promotion and tenure process are to be signed by all committee members. In cases where committee members disagree with the majority, they should sign the position letter. Their minority position should be noted in the majority position letter, and the individual (s) should consider whether to submit a minority position letter.

Concerns held by chairs or faculty participating in the peer evaluation process should be stated clearly in the annual review letters. Evaluations should apprise probationary faculty members of performance deficiencies in time for them to take corrective action.

Candidates should exercise prudence in assembling concise portfolios for promotion and tenure reviews. They need to include material called for by the Faculty Handbook and may include supplementary materials meant to highlight excellence in their performance. Care needs to be taken in assembling precise portfolios that highlight key accomplishments. One binder, not to exceed 4 inches in thickness, should be submitted. Nothing can be added to the portfolio once it arrives in the Dean's Office on January 15.

Faculty members on scholarly release have an expectation for consistent scholarly productivity.

In cases where faculty members are hired with years credited toward promotion and/or tenure, there is the expectation that they demonstrate satisfactory performance in Teaching, Scholarship, and Service during their time at UNK.