

DEPARTMENT OF ART

PROMOTION, TENURE, AND APPOINTMENT RENEWAL GUIDELINES

Promotion and tenure are regarded by the Department of Art as major steps in a faculty member's professional career. The following material suggests levels of performance and provides guidelines for determining typical professional activities and their documentation. It is designed to conform to the procedural standards set forth by the University in the Faculty Manual and to define them as they apply to departmental faculty in particular.

I. Tenure, Reappointment, Promotion

A. Tenure

The Clemson University policy for tenure is clearly stated in the Faculty Manual. Departmental criteria and procedures listed below supplement and complement those in the Faculty Manual.

1. The applicant must have an earned terminal degree: an MFA for studio areas, and a Ph.D. for art and architectural history.
2. Six years of service, or equivalent experience;
3. A record of effective teaching, research, and service;
4. Evidence of strong potential for growth in the profession

B. Reappointment

Annual peer reviews for tenure track reappointment will be based on performance criteria included on page 2, section III of this guideline.

C. Promotions

Assistant Professor: Promotion to assistant professor requires an earned MFA for studio areas, and a Ph.D. or a Ph.D. candidate for art and/or architectural history. When applying for promotion to this rank, the applicant must show effectiveness in all three areas of teaching, research, and service, and strong evidence of potential for academic and professional growth.

Associate Professor: Promotion to associate professor requires a minimum of four years experience demonstrating effectiveness in teaching, research, and service and indications of excellence in either teaching, research, or service, and strong evidence of potential for academic and professional growth.

Professor: Promotion to the rank of professor requires a minimum of nine years experience and a sustained record of professional achievements. This would include a strong contribution to the profession outside of the university. Indications of excellence in teaching and one other category are required as well as effectiveness in the remaining category of criteria.

II. Tenure, Promotion, and Reappointment Procedures

The faculty member applying for tenure, promotion or reappointment will submit these supporting materials:

1. The personnel action form;
2. Current vitae
3. List of names to support evidence of performance
4. Narrative statement describing the faculty member's work in teaching, research, and service.
5. Additional material that documents teaching, research, and service activities.

The Peer Evaluation Committee shall be composed of no fewer than three and no more than five tenured faculty members: Alumni Professors, Professors and Associate Professors. During the fall of each academic year, a faculty meeting shall be convened to elect a replacement or new member(s) to the Peer Evaluation Committee. A member shall serve on the committee no more than three consecutive years, with the option of an additional year if approved by the majority of the departmental faculty. The Committee serves as advocate for the candidate, reviews the submitted material and determines if the candidate meets the criteria for promotion, tenure and/or reappointment, and reports the finds to the Department Head.

III. Performance Criteria

The performance criteria set forth in this section of the guidelines are intended to outline the Art Department's policy with respect to appointment renewal, promotion, and tenure recommendations. In addition, the guidelines provide the information that may be useful for faculty career planning and development. The primary goal of the guidelines is to promote faculty performance and development and enable the department to further its educational goals and prominence on a regional and national level.

At the beginning of each academic year, each faculty member, in collaboration with the Head of the Art Department, will be responsible for setting individual goals and agreeing upon the distribution of efforts among teaching, research, and service.

The following guidelines provide a format within which the applicant may organize his/her narrative in order to illustrate work conducted in the areas of teaching, research and service. The narrative should describe the scope of relevant endeavors and attainment and clarify any emphases regarding goals and activities that have predominant influence upon the applicant's performance. The areas outlined under teaching, research and service are general and may be subdivided by the applicant for the purposes of his/her narrative.

III. Teaching, Scholarly and Creative Research, and Service

A. Teaching

Teaching is fundamental to the professional role. The applicant's teaching performance may be described in the following areas:

1. Appointed and voluntary curricular teaching at the undergraduate, graduate and continuing education levels within the college and university at large.
2. Appointed and voluntary advising at the undergraduate and graduate levels within the college and university at large.
3. Extracurricular lectures, workshops, teaching residencies, studio teaching, seminars, etc. conducted inside and outside the college.
4. Pedagogical innovations and publications, including writings, tapes, art work, etc., produced and valued principally for their relevance to teaching practice inside and outside the college.
5. Development of institutional faculties and resources inside and outside the college.
6. Interdisciplinary teaching within the department, the college, and the university.

B. Scholarly and Creative Research

Research is integral to art/architectural history and to the studio areas. Each faculty member is expected to contribute new knowledge to his/her field of specialty and to the professional community. Performance in research may be documented in the following areas:

1. Studio work, written research, and other independent research investigations and production conducted without outside funding or contractual support.
2. Applicants for grants, awards, or fellowships for research, and work conducted as recipient of the same.
3. Participation in juried and nonjuried group and solo exhibitions.
4. Work generated for refereed and unrefereed publication.
5. Consultation in areas of expertise for the purpose of contributing to the advancement of research
6. Contractual and commissioned work that advances the field of research.

7. Submissions for inclusions in regional, national and international conferences.
8. Other self-development activities in his/her field of research.
9. Interdisciplinary research within the department, the college, and the university.

C. Service to the University, the Profession, the Public

Faculty members are expected to perform services to the college, the university, the profession, and to the public. Service activities should be discussed in view of their interest and outcome.

1. Service within the department, college and university at large including but not limited to special projects, committees, commissions, task forces, etc.
2. Service to the profession through contributions and official responsibilities to professional conferences, organizations, commissions, etc.
3. Service to the community at large on a local, national and international level through public projects, commissions, committees, exhibitions, etc.
4. Interdisciplinary service within the department, the college, and the university.

The Peer Committee shall review the professional contributions and achievements in the areas outlined above. Additional materials may be requested by the committee in order to supplement the initial document submitted by the applicant. Supplemental materials requested of sources other than the applicant should be done so with the approval of the applicant. Based upon all of the facts, evaluations, and recommendations gathered, the committee shall make an independent recommendation that elaborates upon the perceived effectiveness and excellence of the applicant's work as a faculty member in the areas of teaching, research and service. Some criteria for qualifying effectiveness and excellence in teaching, research, and service are listed in the Appendix.

APPENDIX

Performance Indicators

This section includes examples of indicators of quality performance. It is not intended to prescribe specific numeric standards since appropriate judgment is called for in each case. Some indicators of excellence in teaching might include:

- Above average teaching evaluations
- Selection for professional, university or college teaching awards and grants
- Development of innovative pedagogical methods and materials
- Publication of textbooks or other instructional materials
- Significant contribution to curriculum development
- Chair and/or other member of thesis or special project committees
- Development of instructional facilities
- Extracurricular teaching, guest lectures, and workshops
- Directing innovative, independent student projects
- Development of new courses or major revision of existing courses
- Initiation of collaborative courses across departmental lines

Some indicators of excellence in scholarly and creative research might include:

- Art works placed in nationally recognized collections
- Exhibition in art museums, galleries, and university galleries, in solo and invitational shows
- Grants, awards, or fellowships for research
- Commissioned works of art for specific sites
- Publication in refereed journals
- Publication of scholarly books
- Editorship and editorial board of a major journal
- Presentation of refereed scholarly papers at regional, national, or international meetings
- Grant reviewer for a regional, national, or international organization
- Publication of a chapter in a scholarly book
- Presentation of nonrefereed scholarly papers at a professional meeting
- Completed research, not yet published or exhibited
- Collaborative research across departmental lines

Some indicators of excellence in service to the university, the profession, and to the public might include:

- Officer in a regional, national, or international professional organization
- Program chair for a national or international conference
- Service on a governmental commission, task force, or board
- Chair of University, College, or departmental commissions, task force or committees
- Juror for a regional, national, or international exhibition
- Community projects related to the profession
- Advisor to student organizations
- Participate in and/or coordinate special projects at departmental, college, or university level
- Administrative functions within the department
- Collaborative service projects across departmental lines

External Reviews

This section includes information about the solicitation and use of External Reviewers and External Letters of review.

In matters concerning both promotion and tenure, members of the TPR Committee will adhere to the College of Architecture, Arts and Humanities (CAAH) Policy on External Letters of Reference as detailed under the description for “Tab 17: External Evaluator Letter of Reference” as printed in the *Tenure and Promotion Review Executive Summary Notebook (TPR)* document (page 2 of 6). This policy states: “TPR Committee inserts all external letters of reference for promotion (promotion will require at least 6 external reviews, 3 of which will taken from the candidates list and 3 that are independently provided by the TPR Committee) and tenure (tenure will require at least five external reviews, with a minimum of 2 taken from the candidates list and a minimum of two that are independently provided by the TPR Committee) considerations.”

In the Art Department, three (3) of the reviewers are to be identified by the Department Chair in consultation with the TPR Committee. External reviewers are to be employed outside of Clemson University. Qualified reviewers are those individuals distinguished in their discipline and with no personal relationship to the candidate. External reviewers from academia must hold rank at or above the rank for which the candidate is applying.

If the candidate wishes, she/he may also solicit up to three (3) additional letters of external review. The reviewers selected by the candidate must be employed outside the candidate’s department; it is highly suggested, but not mandatory, that these reviewers come from outside the University.

All reviewers are to be contacted by the Department Chair and requested to outline their perception of the candidate's accomplishments as they relate to their discipline, and within the context of the department's and Clemson University's promotion and tenure criteria (a copy will be included with the letter of request). The reviewer is to be provided with a dossier of the candidate's activities in research, teaching, and service. Academic reviewers are also to reflect on the candidate's accomplishments as they relate to the promotion and tenure criteria of the reviewer's academic institution. Reviewers are to be asked to include a copy of their most recent curriculum vitae and to identify their relationship, if any, to the candidate. The Department Chair is responsible for collecting all letters as well as the curriculum vitae of each reviewer and placing them in the candidate's packet.

The external review letters are to be included in the candidate's promotion and tenure dossier and available for review by the TPR Committee, Department Chair, Dean, Provost and President.