

TENURE AND PROMOTION GUIDELINES

SCHOOL OF ART & ART HISTORY

CRITERIA FOR PROMOTION AND TENURE

The School of Art and Art History recognizes the principles of equity of assignment, resources and opportunities for faculty across a multi-campus unit.

Faculty should refer to the USF and COTA Tenure & Promotion Guidelines for information about promotion, timing, reviews (including review of progress toward tenure and promotion), tenure and promotion committee membership and other information about tenure and promotion at USF. SAAH follows the COTA Tenure and Promotion guidelines for the timing of tenure and promotion applications including probationary period, timing of applications, exceptions to the standard probationary period, and tenure upon initial appointment.

COTA has set the probationary period for tenure at seven years, although a candidate may apply sooner if ready. A candidate must achieve tenure no later than the end of the seventh tenure-earning year. If they do not achieve tenure they are given a single additional year terminal appointment in order to find another job.

Tenure-line faculty from branch campuses who are pre-tenure on July 1, 2020 will follow the stipulations designated in university policies governing consolidation. All pre-tenure faculty on branch campuses who are hired after July 1, 2020 will follow the tenure and promotion guidelines established here.

PROCEDURES

MID-TENURE REVIEW OF PROGRESS TOWARD TENURE

Mid-tenure review follows the tenure evaluation process with the exception that no external letters are required. In the fall of their third year, candidates will be notified by COTA that their mid-tenure review will take place in spring; their application will be initiated in Archivum and follow a format similar to that described below for tenure and promotion. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the school especially when a school spans multiple campuses), and to the candidate's ability and willingness to work cooperatively within the school, college, and/or campus.

The mid-tenure review is intended to be informative: to be encouraging to faculty who are making solid progress toward tenure and instructional to faculty who may need to improve in selected areas of performance. Where progress is significantly lacking, nonrenewal may result. The candidate and director should use the completed mid-tenure review as an opportunity for discussion and planning of work during the remainder of the probationary period.

APPLICATION FOR TENURE AND/OR PROMOTION

External Review Letters and Timeline. After January 15 and before the end of the spring semester the applicant and Director will develop a list of 12 external reviewers. The applicant and Director will select the priority order for the Director to contact for availability to serve as an external reviewer. The Director and Applicant will determine the schedule for sending materials to the external reviewers. The Applicant, in consultation with the Director, prepares and provides the Director with sufficient number of the research/creative activity documentation/materials to be sent to the external reviewers.

It is recommended that the reviews be received by the School no later than mid- August (exact dates will be specified by the College each year). The Director will add the external review letters, once they are received, to the candidate's tenure and promotion application file, as provided in the College Tenure and Promotion Procedures.

The tenure and/or promotion application is completed by the Applicant and the School early in the fall semester, then goes to College review and finally to the Provost's office by the end of the fall semester. The College provides a detailed timeline each year.

School Tenure and Promotion Committee. The committee members will make evaluations and vote in favor or against the candidate's tenure and/or promotion and submit narratives in support of their evaluations, to be included in the tenure file.

Following the vote of the School Tenure and Promotion Committee, the Director will make evaluations and recommendations regarding the candidate's tenure and/or promotion and will submit narratives in support of these evaluations and recommendations, to be included in the tenure file. Following evaluation by the Director, the application is reviewed by the COTA college committee. At this point, faculty appointed to branch campuses will have their applications reviewed by their respective regional chancellor or their designee. Finally, the College Dean reviews the application, makes a recommendation and then forwards it to the provost.

Recommended materials to be submitted by a candidate to FIS (Archivum) include the following:

- Course syllabi and teaching materials including lecture outlines or other handouts, quizzes and tests, and other graded assignments; evidence of substantive and detailed response to students on their work; evidence of refinement of teaching, including but not limited to the design and revision of courses; evidence of contributions to curriculum and program development;
- Copies of all scholarly/creative work published, in press, or under consideration for publication;
- Evidence of internal or external funding of scholarly activity/creative works.
- Evidence of school, college, university, community, and/or professional service.

EXCELLENCE IN TEACHING

Collective and all-faculty teaching is frequent in our program - during formal and informal reviews,

critiques and discussions. Faculty therefore have ample opportunity for direct observation of each other's activities as teachers, and are able, on this basis, to evaluate teaching competence. The professional judgment of Unit peers is therefore an important basis of assessing criteria.

1. Highly developed and diverse syllabi, which show links and engagement beyond the limits of the discipline. Syllabi should indicate original approaches to teaching relevant ideas and themes.
2. Intense involvement in graduate teaching, which is primarily by invitation, and frequent service on MA and MFA graduate thesis (supervisory) committees, will be an indication of teaching excellence, when applicable.
3. Involvement in development of curriculum, both graduate and undergraduate. An excellent teacher will be a contributor to the curriculum development in the Department, when applicable.
4. Teaching contributes to the overall intellectual ambience (dialogue) in the Department. Ideas developed by a teacher (in particular, courses) resonate through the Department. In both formal and informal reviews, students and faculty discuss intellectual ideas presented in a variety of different courses, across areas of specialization. Faculty members are thus exposed not only to the content of courses developed by other faculty, but also to the impact of these courses on our advanced undergraduate and graduate students. The ideas introduced by an excellent teacher will resonate with diverse students across disciplines, in a variety of artistic and academic contexts.
5. Indication of excellence in teaching reflected on student evaluations. Interpretation of student evaluations will take into account the class size, nature and level of course, and any other relevant factors. Large and required undergraduate courses are often evaluated differently than smaller, advanced courses.
6. Invitations to speak or consult in other courses, publish or make presentations about teaching. Excellence in teaching will result in a faculty member being sought out, within and outside the Department, to teach and to consult on matters of teaching.
7. The School takes great pride in arranging an ambitious schedule of visiting artists and scholars each year. These engagements complement the learning of students and provide opportunities for extended consideration in the classroom. Guest lecturers are normally hosted by faculty and this contribution, in turn, is a measure of excellence in teaching.
8. Quality of student accomplishment; records of students who excel in further studies elsewhere, or who excel in related careers, are often indications of excellence in teaching. Direct evidence, in terms of letters, may be sought to verify the contribution.
9. Recognition for teaching; any awards, honors, grants or fellowships for teaching will certainly be considered as evidence of excellence in teaching.
10. The growth of faculty in the design field and the strength of the educational program are directly dependent upon staying current within the design industry, this includes: technology, trends, and mediums. The time, effort, and training involved in these areas is substantial and should be considered pedagogical research.

EXCELLENCE IN RESEARCH

ART HISTORY

Research expectations for tenure and promotion to associate rank in art history

Tenure and promotion in art history require a record of achievement and evidence of sustained and ongoing research activity. The candidate's scholarship should show a sense of overall direction and coherence, reflect important issues in her/his field, and make a contribution to this field. The candidate's record should represent a pattern predicting a career of accomplishment and productivity with potential for high impact within the discipline.

Peer-review defines the standard of excellence in scholarship, though research activity not vetted by peer review may also indicate significance and impact on the candidate's field. The value of a peer-reviewed publication is based on its esteem within the field, regardless of whether it is published in print or digital format.

Quality, not quantity, is paramount for a rating of "excellent" in research for tenure and promotion. Candidates whose work demonstrates truly superlative quality may be advanced with lesser quantity (as defined below). The evaluation of in-field specialists who can articulate the established markers of a given field—as represented by readers' reports, external review letters, and tenure and promotion committees—is the best assessment of the quality and impact of a candidate's scholarship. Scholarly activities prior to the tenure-earning years should be considered as evidence of sustained productivity and impact, supplementing the requirements below.

Scholarly production for tenure and promotion:

1. **In keeping with the disciplinary standards in our field at peer and aspirational peer institutions, scholarly production for tenure and promotion in art history requires the following: (a) a refereed scholarly book (monograph or a substantial, individually authored, major exhibition catalog) accepted for publication, or (b) five high-quality, predominantly refereed, articles and book chapters.**

- a. A refereed scholarly monograph accepted for publication by a leading press in the candidate's sub-field.

A book is considered to be accepted once the completed manuscript has been through the peer review process and the press's editorial board has accepted the book for publication. In the field of art history, as in most humanities disciplines, a first book is typically a revised dissertation. A single-authored substantial exhibition catalog produced for a major venue, presenting new research, can be considered as a book.

or,

- b. Candidates should have a diverse mix of five published or accepted journal articles and book chapters. Details of these publications are listed below.
 - Articles must be substantive and important contributions to the field, such that collected together they could be considered to have the equivalent impact of a book, as urged by the College Art Association, the preeminent international

organization of visual artists, educators, and art historians. Whether a body of well-placed articles and book chapters should count as a book also depends on the overall research picture of the tenure candidate, such as receipt of competitive grants, evidence of further research projects (for instance, manuscripts whether or not under contract with a publisher), significance of journals in which articles have been placed, curating significant exhibitions, and important conference activity.

- Book chapters and substantial contributions to museum publications (catalogues) may be considered equivalent to article publications. Solicited essays (chapters in books or essays in museum/exhibition catalogues) and articles can be strong indications of the impact of a candidate's work on her/his field; the quality, importance, and visibility of the anthology, catalogue, or journal should be considered in measuring the impact of these publications. Such solicitations often indicate the candidate's prominence in the field.
- Refereed works are preferable, especially refereed journal articles (whether published online or in print) and refereed book chapters. The refereed venue is one important indicator of the vetting of the quality of the research.
- Publication in top-tier journals is an indication of high-quality work. High quality scholarly work can however appear in a variety of types of publications (from area specific journals to journals on pedagogy, from the oldest journal in the field to new online journals, from practitioner journals to regional/state journals).
- There is no single citation index that adequately captures a representative range of art- historical or interdisciplinary humanities journals or other publications. Google Scholar is a commercial vendor and holds no scholarly authority in the discipline of art history. As the College Art Association advises on standards for retention and tenure of art historians: "Art history is an international discipline, and American art historians routinely publish their work on other continents and often in other languages. As a consequence, the association *strongly recommends against the practice of measuring the value of scholarship in art history by the number of its citations* (as in science), because existing citation indexes do not reliably report citations of works published outside the United States."

<http://dev.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>

2. **A record of sustained and ongoing research activity.** In addition to the necessary record of publication described above, the following are indications of a significant research agenda, scholarly productivity, and impact on the candidate's field:

- a. Scholarly presentations at major conferences:

Participation in major conferences in one's field and discipline are an essential part of scholarship, especially for junior scholars who are building a body of work and developing a research profile in their fields. Presentations at professional societies and specialized symposia make other scholars aware of one's research, help the candidate develop mentor relationships within her/his field, build an audience for her/his work, and provide a means of getting feedback from senior scholars and of measuring oneself against the standards of the field. Conference activity also raises the profile of the

graduate program in art history and can lead to publishing opportunities. Scholarly presentations in key venues are important demonstrations of a developing research agenda and an active presence in the candidate's field.

b. Other indications of ongoing research activity and impact in one's field include the following:

Please note: this list does not represent a checklist of requirements for tenure and promotion. These are among the achievements that a faculty person may include in her/his tenure portfolio that will be valued as signs of significant activity and impact beyond those outlined above in part 1.

Publications beyond those specified in (1) above:

- Editorship of a volume of papers or proceedings, or of an exhibition catalogue
- Textbooks
- Annotated translations or collections of primary documents
- Translations of a scholar's published work
- Essays or entries in museum collection or exhibition catalogues
- Book reviews
- Publications in encyclopedia, dictionaries, reference guides
- Unpublished manuscripts under review: Candidate must provide evidence of current status

Other Activities:

- Curatorship of museum or gallery exhibitions
- Invited presentations/keynote speeches, workshops, and seminars related to the candidate's research at other universities, institutes, or museums
- External and internal grants and fellowships
- Awards and prizes for publications or other scholarly work
- Requests to review grant proposals, articles, and book manuscripts for fellowship juries, journals, and presses
- Offices held in professional societies
- Editorships or membership on an editorial board for scholarly publications and presses

Tenure-track faculty are encouraged to discuss the development and progress of their research portfolio with the SAAH Director, particularly if there are any questions about how a particular activity might count toward tenure and promotion evaluation.

Promotion to full professor in art history

Promotion to the rank of professor requires a record of distinguished achievement in teaching, research,

and service. It is expected that the candidate has attained a national or international reputation based on research contributions in her/his field. A candidate for the rank of professor must also demonstrate a commitment to service and to leadership at the school and university and within the profession. Promotion carries an expectation of continued effective teaching and clear evidence of significant impact on the development of programs in the School.

EXCELLENCE IN RESEARCH

ART STUDIO

The Studio faculty of the School of Art and Art History has approved the following criteria for promotion and tenure. The criteria are modeled after the contemporary practice of artists in Research and Creative Work. This model recognizes the role of artists and designers by acknowledging that there are now appropriate and SIGNIFICANT alternative venues and sources for presenting art and scholarship, as well as interdisciplinary and collaborative achievements in research.

Candidates applying for Tenure and Promotion must provide evidence of outcomes that have measurable impact in the discipline. Additionally, research achievements will provide a pattern of progressive accomplishments indicative of potential for sustained productivity in the field.

1. Evidence of public presentations of art, in appropriate venues. The question of an appropriate number of presentations will vary and is dependent on the nature of the work itself.
2. Highly regarded by peers, both within and outside the School.
3. Innovative research within the discipline. Research informs and contributes to teaching.
4. Critical published reviews of work, as evidence of the innovative quality and relevant nature of the work to the discipline.
5. Work should be shown or presented in significant venues. The significance of the venue for the presentation or exhibition will be considered relative to other researchers in the discipline. An attempt should be made to assess the impact and influence of the work and the appropriateness of the venue.
6. Intense involvement in research; this may be marked by prolific productivity, growth and evolution of the work, exploration of new structures and ideas, indications that the work is responsive to the current discourse and thus relevant, development of continued and sustained projects over extended periods of time. Completed and continuing work is relevant in this assessment.
7. Exceptional internal peer review. The professional judgment of colleagues will play an important role in establishing that research or creative work is excellent. Colleagues are well aware, although there may be differences of judgment, of the intensity, relevance, and originality of an artist's work. Tenure earning faculty will communicate information to peers regarding the direction and nature of their research work.
8. Recognition at the national level; the research work and the artist should have an impact or influence within the discipline. This may be assessed by, but is not limited to, some of the following indicators: public presentations, exhibitions, performances, reviews, articles, collaborations, residencies, grants or fellowships, commissions, invitations to speak or publish, etc. Print, electronic and broadcast media all included.

9. Substantive and relevant critical reviews and articles will be clear indications of excellent research. These reviews and articles will be in significant publications including but not limited to print, electronic and broadcast media, which reach a national or international audience.
10. Interdisciplinary Research and/or Nontraditional Practices: sustained activity that crosses medium or discipline boundaries may require different presentation venues than work in traditional disciplines, and may require more long-term development, collaborative efforts and promotional strategies. Artists often work outside of the existing structure of the art establishment in terms of content, method or discipline. In these cases, excellent achievement may be characterized by new approaches to public presentations, new interpretations of the notions of public, and the sustained development of a relationship with an audience that grows out of the content and theoretical concerns of the work.
11. Grants, fellowships, residencies and awards are clear indications of excellent research. There are many opportunities, from local to international, to seek this recognition. Excellent research will often be recognized by organizations granting these distinctions.
12. Organizing professional workshops, curating significant exhibitions, judging or jurying exhibitions or scholarly papers, and serving as a visiting artist or scholar at respected institutions of higher education, museums and similar cultural venues to benefit the community or profession – if not related to teaching, are indicators of excellence in research.

EXCELLENCE IN RESEARCH

GRAPHIC ARTS

The growth of the design field and the sustenance of the educational program are directly dependent upon furthering the discourse and practice of design. In addition to traditional modes of qualitative and/or quantitative modes of research, contributions to a body of creative and research work for a faculty member to be considered for tenure and/or promotion may include:

- Design consulting and professional practice — consulting or creation of creative works for industry, public service, and independent clients. The stature of the client and/or recognition of the importance of the work are essential for establishing the level of merit.
- Independent design work — freelance, creative works done without a client. Outside and peer evaluation is essential for establishing the level of merit.
- Design research — generation of new information, or ways of using new information for designers and/or their clients; investigation aimed at theories, concepts, and practices. The stature of a presentation event and/or publication of the research results, the rigor of the peer review process, and an assessment of the influence of the work on other research activities are essential for establishing the level of merit.
- Grants and funded projects – pursuit and/or success with internal and external funding opportunities. External funding, due to the peer review process involved in grant evaluation, is an important measure of research quality.

Collaborative and/or interdisciplinary work is encouraged and acknowledged as essential to some types of design inquiry. Evidence of significant contribution to successful and substantive collaborative

research is valued equally to individual research accomplishments. When research is collaborative, the candidate's individual intellectual contributions to this work must be clearly and fairly described to permit accurate assessment.

SUBSTANTIVE CONTRIBUTION IN SERVICE

Faculty will actively serve on committees or similar endeavors within the University, the professional field or discipline, and in the community consistent with their rank and experience. Candidates for tenure and promotion must have made substantive contributions in one or more of these areas.

Activities may include:

1. Active participation in discipline, area, school, college, campus, and university committees and meetings.
2. Serving in school administrative assignments, including as an area or program coordinator.
3. Serving as a committee member, officer, or board member in a local, state, regional, national or international professional field organizations and publications.
4. Membership on local, regional, national, and international art and/or design commissions.
5. Responding to community and campus requests for collaboration in the faculty member's area of expertise.
6. Maintaining relationships with local and regional cultural institutions in the faculty member's area of expertise.
7. Serving as faculty advisor to student clubs or for student events.
8. Service as an external reviewer for tenure and promotion cases at other institutions.

INSTRUCTOR PROMOTION GUIDELINES

For instructors seeking promotion: Faculty will identify a review and recommendation committee that should include instructor(s) at the rank being sought by the Applicant. The committee will vote on the candidate's application. Separately, the committee and the Director will provide a narrative in support of respective decisions to either promote or not promote the candidate. The results are sent to the Associate Dean of the College. Candidates from branch campuses will be reviewed by their respective regional chancellor or designee. The promotion review process for instructors concludes with the recommendation of the College Dean.

Candidates for promotion should notify the Director in fall that they intend to apply in the spring. Each will be expected to complete the online tenure and promotion application, currently in Archivum. Candidates should work closely with the Director and Archivum liaison to make sure all the elements are entered properly. The range of application materials can include narratives for each of the areas for which they have been assigned work responsibility, e.g., teaching, administration, service; they also should include an updated CV and supplementary materials including service agreements, syllabi, awards, etc.

Evidence of teaching excellence will include teaching evaluations that are archived and available in Archivum, annual review records, and other supplementary materials—such as peer observations,



teaching awards, publications in teaching—that the candidate includes. More detailed criteria and processes are described in the Consolidated USF Instructor Promotion Guidelines available on the Provost’s website.

Approved by the Provost’s Office on 1-25-2021.