

Chadwick A. Boseman
College of Fine Arts
Howard University

Bylaws & APT Criteria
November 7, 2025

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BYLAWS

PREAMBLE

The College of Fine Arts was established when the School of Music, the Department of Art and the Department of Drama merged, in the 1960-1961 academic year. The School of Music (now the Department of Music) was organized in the 1913-1914 academic year as the Conservatory of Music. In 1974, the School of Music was reorganized as a department in the College of Fine Arts. The Department of Art was formally approved in 1921, although instruction in drawing was offered as early as 1871. The Department of Drama (now Department of Theatre Arts) was established in 1949; however, the Howard Players, one of the oldest dramatic groups in the United States, dates from 1907. The College of Fine Arts merged with the College of Arts and Sciences, effective August 1, 1997. The three departments became the Division of Fine Arts.

The Board of Trustees approved the re-establishment of the College of Fine Arts effective August 15, 2019. On May 28, 2021, the University named the newly established College the Chadwick A. Boseman College of Fine Arts (CABCOFA) after the alumnus and award-winning actor, who died in 2020.

The College offers the Bachelor of Fine Arts (BFA) degree in various disciplines in Art and Theatre Arts, the Bachelor of Music (BM), Master of Fine Arts (MFA) degree in Art, and Master of Music degree (MM). All departments in the CABCOFA are nationally accredited. The Department of Art is an accredited institutional member of the National Association of Schools of Art and Design. The Department of Music is an accredited institutional member of the National Association of Schools of Music. The Department of Theatre Arts is an accredited institutional member of the National Association of Schools of Theatre.

The college is governed according to bylaws recommended by its faculty and approved by the Board of Trustees. The bylaws of the college supplement the *Faculty Handbook*, which describes, in principle and in practice, shared governance among the faculty, the administration, and the Board of Trustees of Howard University. If there is any inconsistency between the college's bylaws and the *Faculty Handbook*, the provisions of the *Faculty Handbook* shall govern and control.

The college acknowledges the University's definition of shared governance as the right and responsibility of faculty to seek early and meaningful engagement with the administration and the Board of Trustees in the development of policies and decisions that impact university-wide programs and the responsiveness of Howard University to achieve its unique contemporary mission. In the areas where the faculty have primary responsibility, such as the nature and quality of academic programs (including curriculum, subject matter, and methods of instruction), faculty welfare (including faculty status), student welfare (including those aspects which relate to the educational process), and research and scholarship, the governing board and president should consider faculty input and clearly communicate the basis for institutional decisions to the faculty.

Shared governance ensures the right of faculty to seek change and to participate in the governance of the University through direct interaction and dialogue with the administration and/or the Board of Trustees, as set forth in the Constitution of the Faculty Senate.

Article I. Chadwick A. Boseman College of Fine Arts Mission

The mission of the Chadwick A. Boseman College of Fine Arts is aligned with the mission of Howard University. It places significant emphasis on graduating socially conscious professional artist-scholars who have the passion, skill, and aptitude to serve society on a local, national, and global level. The Chadwick A. Boseman College of Fine Arts mission is to the prepare students for careers and advanced study in the arts by combining academic and professional training; to develop in students perceptual and intellectual skills through exploration and understanding of the arts and visual culture; to provide insights into the African-American and African Diaspora culture through the study of black history and creativity; and to encourage innovation in, and collaboration among the various fields of art and art technology. Of special importance is the interdisciplinary relationships between various artistic genres and practices, and other disciplines. Our programs are led by distinguished and accomplished faculty, who are committed to teaching, learning, research, and creativity to prepare a diverse community of students to reach their full academic, intellectual, and artistic potential.

The CABCOFA provides a scholarly and creative environment and exceptional academic and artistic experiences, both on and off campus—actually and virtually.

Article II. Academic Administrative Structure

The administration of the College shall include the Dean, Associate and Assistant Deans, and Department Chairs and Assistant Chairs, and Directors.

Section 1. The Dean

The Chadwick A. Boseman College of Fine Arts is headed by the dean, the chief academic and administrative officer. The dean is responsible for the administration of the college and reports to the President, through the Provost. The dean is subject to the authority of the Board of Trustees, the most current Howard University *Faculty Handbook*, and the Bylaws of the college.

A. Appointment of the Dean

The dean is appointed by the Board of Trustees upon the recommendation of the President and serves at the pleasure of the President. The dean does not have a definite term, but in the event of the appointment of a new dean, the Provost will name the chair of the search committee and arrange for the appointment or election of members of the committee. The majority of the search committee shall be from the college and two members will be selected by the Faculty Senate. The Provost's recommendation, together with that of the college search committee, shall be forwarded to the

President for final decision.

B. Duties and Responsibilities of the Dean

The dean's duties and responsibilities include, but are not limited to, the following:

- academic program development
- academic program review
- budget development
- budget management
- course schedule planning
- faculty development
- faculty evaluation
- faculty recruitment
- general supervision of college fundraising
- general supervision of college outreach activities
- general supervision of college research
- general supervision of college service activities
- general supervision of college teaching
- student advising
- serves as chair of the college-wide Executive Committee for all matters except for decanal evaluations.

C. Evaluation of the Dean

The dean is evaluated in writing, at least every two (2) years, by the faculty in the college. The Executive Committee of the college, along with the Office of the Provost and Chief Academic Officer, develops and coordinates the evaluation. The evaluation rubric shall be distributed to the faculty to give them the opportunity to give feedback on the college's decanal leadership. This rubric

will consist of questions participating faculty will assign a score and discursive comments. The process allows the Executive Committee to tabulate the results of the evaluation and to submit a summary report to the Provost. The responses and comments will be anonymous and will be unedited. The Provost communicates the results of the evaluation to the faculty in the college within sixty (60) days of the completed evaluation. The results shall be used by the Provost to improve the effectiveness of the dean and can provide recommendations to the President regarding the dean's continuation or replacement.

Section 2. Associate Deans

Associate Deans work with the dean to oversee areas that include undergraduate and graduate education, research and creative endeavors, and faculty affairs. Associate Deans collaborate with the dean, administrative offices, and academic departments to execute the college's mission.

A. Appointment of Associate Deans

Associate Deans are appointed by and report to the dean. Associate Deans may be removed by the dean in consultation with the Provost.

B. Duties and Responsibilities of Associate Deans

The duties and responsibilities of associate deans vary according to their oversight and assigned areas of responsibilities.

C. Evaluation of Associate Deans

Associate Deans submit their activities and achievements annually for evaluation by the dean. The process involves the submission of a self-evaluation report and any attachments to the dean. The dean reviews, prepares an evaluation and meets with the associate dean. The dean sends the final evaluation to the associate dean to respond to and return it to the dean. The dean submits the evaluation to the Office of the Provost. Each step, except for the meeting, is facilitated within Faculty Success. This process is for those administrators who also have faculty status. Associate Deans without faculty status will conduct their annual evaluation through the Office of Human Resources.

Section 2.1. Associate Dean for Student Affairs

The associate dean for student affairs is responsible for the student experience in the college. In this role, the associate dean for student affairs is concerned with and advocates for student wellbeing, their professional development, orientation, evaluation, and initiatives to promote student success.

Specific duties include, but are not limited to:

- support student success

- diversity advocate
- provide management of student leadership activities
- assist in the development of projects to benefit students' academic and financial planning.

Section 2.2. Associate Dean for Faculty Affairs

The associate dean for faculty affairs serves as a resource for faculty – assisting and supporting their career development including advancement, promotion and/or tenure. The associate dean for faculty affairs provides leadership in faculty development and initiatives that contribute to the strategic priorities of the College and University. This position develops educational initiatives, including courses, programs, workshops, seminars, and one-on-one consultation and scholarship needed to develop faculty as academicians and leaders. The associate dean for faculty affairs serves as a resource for the department chairs as they guide and mentor their faculty of all academic ranks and tracks.

Specific duties include, but are not limited to:

- faculty affairs related policies, processes, and procedures
- support/mentor department chairs
- administrative liaison with college-wide and departmental committees
- assist faculty and department chairs with promotion and/or tenure decisions, and faculty skills renewal
- participate in faculty counseling, grievance, and appeals processes
- support the growth and professional development of faculty
- provide leadership, support, and mentoring for all faculty in the college
- oversee and develop effective strategies for faculty recruitment and retention
- develop appropriate mechanisms for recognizing teaching, research/scholarship, and service accomplishments of the faculty (e.g., honors and awards)

Section 2.3. Associate Dean for Research and Creative Endeavors

The associate dean for research and creative endeavors is responsible for promoting scholarly research and original creative works by faculty in the college. Duties include promoting research

strategies, grantsmanship, along with regional, national, and international collaborations that support research and creative endeavors.

Specific duties include but are not limited to:

- develop initiatives to promote research opportunities for grant writing and management
- represent the college on committees that promote university research efforts
- ensures the college and faculty adhere to University and best practices in externally funded research activities
- help faculty to realize research initiatives
- oversee preproposals, stimulate research interest and activities

Section 3. Assistant Dean

The assistant dean provides administrative support to the dean in the management and oversight of the college.

A. Appointment of the Assistant Dean for Administration

The assistant dean for administration is appointed by and reports to the dean. The assistant dean may be removed by the dean in consultation with the Provost.

B. Duties and Responsibilities of the Assistant Dean for Administration

The assistant dean is responsible for the daily operations, supervising and managing staff and providing administrative support to the dean.

Specific duties include but are not limited to:

- manages the overall operations, personnel, and image of and implementing strategic initiatives at the College.
- leads the processes through which resources are analyzed and allocated within the College's educational and research programs.
- collaborates with University administrative leadership in planning, facilities management, finance, and human resources.

C. Evaluation of the Assistant Dean for Administration

The assistant deans submit their activities and accomplishments annually for evaluation by the dean. The evaluation rubric will be developed and coordinated between the dean and the assistant dean. This annual evaluation is conducted in WorkDay through the Office of Human Resources.

Section 4. College of Fine Arts Administrative Staff

The dean shall appoint the CABCOFA administrative staff personnel whose assignments are under the dean's direct supervision. Administrative staff appointments whose duties are under the direct supervision of department chairs or program directors shall be appointed in consultation with their immediate supervisors. Their appointment, tenure, service, and evaluation shall be consistent with the University's Human Resources regulations and the Employee Handbook.

Section 5. Department Chairs

Academic departments in the CABCOFA shall be managed by a chair responsible for administering departmental affairs.

A. Search Procedures

A search committee is established when a new department chair position is created, or an existing department chair position is vacated. The faculty in the department determines the size and composition of the committee, but the dean appoints the chair of the committee and notifies the department, in writing, of the scope of the search. The search committee presents a recommendation to the dean, who also develops a recommendation. The dean's recommendation, along with that of the departmental search committee, is forwarded to the Provost. The Provost's recommendation, along with all recommendations from the college, are forwarded to the President for final decision.

B. Appointment of Department Chairs

Department chairs are appointed by the President after recommendation by the Provost and dean.

C. Term of Department Chairs

Chairs serve a three (3) year term unless the letter of appointment states a shorter term as determined by the President.

D. Reappointment of Department Chairs

Incumbent chairs are eligible for reappointment at the expiration of a term. The dean seeks input from the full-time faculty of the department to evaluate the chair's performance during the final year of the chair's term. Based on the evaluation established by the full-time faculty in the department, the faculty shall recommend reappointment or replacement of the chair to the dean. The dean's recommendation, along with that of the faculty, is forwarded through the Provost for a

recommendation, and then to the President for final decision.

E. Duties and Responsibilities of Department Chairs

Specific duties of department chairs include but are not limited to:

- faculty recruitment
- faculty development
- faculty evaluation
- departmental long-range planning, budget development and implementation
- program development, review, and evaluation
- student recruitment
- student advising
- course scheduling and planning
- general coordination of the research, teaching, and outreach activities of the department
- serves as chair of the departmental Executive Committee.

F. Evaluation of Department Chairs

Department chairs are subject to evaluation by the dean of the college at least once every two years. Because of the significant administrative roles that department chairs have, a separate process to evaluate them was created for them to submit their activities and achievements annually for evaluation by the dean. The process entails the following: The chair submits the self-evaluation report and any attachments to the dean. The dean reviews, prepares an evaluation, and meets with the chair. The dean sends the final evaluation to the chair to respond to and return to the dean. The dean submits the evaluation to the Office of the Provost. Each step, except for the meeting, is facilitated within the University's online APT Management System.

G. Removal of Department Chairs

Chairs serve at the will and the pleasure of the President and may be removed by the President at any time prior to the expiration of a term. The removal of a chair may also be initiated by the department upon the vote of two-thirds of the full-time faculty members of the department. The chair can present his/her rebuttal to the dean and Provost prior to the President's final decision on removal.

The dean or Provost may also recommend the removal of a chair. In each case, the chair may present his/her rebuttal to the next level of authority. Compensation as chair terminates at the point of removal.

Section 6. Assistant Chairs

Assistant department chairs may support the chair in the operational and administrative functions of the department.

A. Appointment of Assistant Chairs

The department chair may recommend to the dean an assistant chair to serve in support of the chair in the oversight and management of the academic department. The assistant chair is a direct report to the chair and may be removed by the dean upon recommendation by the chair.

Assistant chairs do not automatically assume the duties of the chair. The dean, in consultation with the Provost, shall appoint an acting or interim chair in the event the department chair becomes incapacitated and is unable to complete the term of service.

B. Duties and Responsibilities of Assistant Chairs

Specific duties of assistant chairs include but are not limited to:

- assists with overall administrative, budgetary, and operational areas in the department
- assist in the development and implementation of curriculum and programmatic policies and objectives in the department
- assists and participates in long-range planning
- provides in-put and assistance with reports, analysis, and recommendations to the department chair
- serves as a liaison to college and university units

C. Evaluation of Assistant Chairs

Assistant Chairs should be tenured faculty members and their evaluation process is the same as for all other administrators who also have faculty status. Because of the significant administrative roles that assistant chairs have, a separate process to evaluate them was created for them to submit their activities and achievements annually for evaluation by the department chair. The process entails the following: The assistant chair submits the self-evaluation report and any attachments to the department chair. The chair reviews, prepares an evaluation, and meets with the assistant chair. The

department chair sends the final evaluation to the assistant chair to respond to and return it to the department chair. The dean reviews and then submits the evaluation to the Office of the Provost. Each step, except for the meeting, is facilitated within Faculty Success.

Section 7. Directors

Directors of academic units in the college shall be responsible for the administration and duties associated with managing their units.

A. Appointment of Directors

Directors are appointed by and report to the dean. Directors may be removed by the dean in consultation with the Provost.

B. Duties and Responsibilities of Directors

Specific duties and responsibilities of directors include but are not limited to:

- overall administrative, budgetary, and operational areas
- day-to-day operations
- public programming and educational opportunities

C. Evaluation of Directors

Because of the significant administrative roles that directors have, a separate process to evaluate them was created for them to submit their activities and achievements annually for evaluation by the dean. If the director is an administrator with faculty status, then the evaluation will be conducted through the University's Online APT Management System. If the Director is an administrator without faculty status, then the process will be administered through the Office of Human Resources.

Section 8. College Archivist

The dean shall appoint an archivist for the College. The archivist shall serve for one academic year and may be reappointed. The archivist shall perform the following duties: Maintain archives of all official records, minutes, recommendations, resolutions, and other documents as directed by the dean.

Section 9. Board of Visitors

The Chadwick A. Boseman College of Fine Arts should maintain a Board of Visitors to provide

strategic advice to the dean to inform curriculum development and facilitate resources to create a place where Black artistic thought can flourish. The Board of Visitors is focused on the strategic areas of fundraising and development; teaching and scholarship; employment and career development; and advisement. The chairs of the Board of Visitors will provide a written summary report to the Board of Trustees on Board of Visitors matters, annually. The Board of Visitors shall govern its operations in accordance with the *Howard University Board of Visitors Policy*.

A. Board of Visitors Membership

The approval of the appointment of a Board of Visitors members rests with the Board of Trustees acting upon the recommendation of the President. Prior to making a recommendation, the President consults with the Provost, the dean of the appropriate unit, and the chair of the particular Board of Visitors. The Office of the Secretary maintains a centralized list of alumni, professional and civic leaders, and friends of the University for consideration as Board of Visitors members. Nominations will continue to most often originate in the Dean's office, and the wider alumni community, University staff and active Board members may also share recommendations with the Office of the Secretary. The recommended Board of Visitors composition includes 30% to 50% Howard University alumni.

B. Board of Visitors Membership Criteria

Board of Visitors members are distinguished persons with backgrounds similar to members of the Board of Trustees, are informed about and interested in the various fields relevant to the particular unit and are willing to volunteer their time and make personally meaningful philanthropic contributions to advance the mission of Howard University. Members of the Board of Visitors are focused on the strategic areas of fundraising and development; teaching and scholarship; employment and career development; and advisement.

C. Board of Visitors Membership Composition

The Board of Visitors shall consist of between 10 – 16 distinguished persons. Board of Visitors membership should represent a healthy blend of the pluralism that characterizes the Board of Trustees and University; this should consist of individuals from all walks of life with a wide array of ethnic, racial, and religious backgrounds, non-alumni and alumni, scholars, and practitioners. The College Student Council President, or another student leader chosen at the discretion of the dean, serves as an ex officio member of the Board of Visitors.

D. Board of Visitors Terms

Board of Visitors members are appointed to serve renewable three-year terms, not to exceed nine consecutive years. This provision may be waived by the Board of Trustees, upon recommendation of the dean to the Provost and President. Ex officio members serve a term commencing with the start of an academic year and ending at the close of that academic year.

E. Board of Visitors Chair and Vice Chair

The Board of Visitors chair or vice chair must be an alumnus/a of Howard University. If the chair is not an alumnus/a, the vice chair must be an alumnus/a. Both chair and vice chair may be alumni.

F. Board of Visitors Meetings

Board of Visitors meetings are held at least twice annually and are scheduled by the dean in collaboration with the Board of Visitors chair. Meeting agendas include reports from students and faculty on topics of Board of Visitors interest and will include engagement with the wider college community, such as research presentations, lectures, symposia, meet and greets, or other activities, as determined by the dean.

Article III: Chadwick A. Boseman College of Fine Arts Faculty

Section 1. Faculty Composition, Ranks, Appointments and Responsibilities

The CABCOFA faculty shall consist of the dean, associate and assistant deans with faculty appointments, professors, associate professors, assistant professors, artists-in-residence, career-track appointments (i.e., Probationary Career Status Track Lecturer, Career Status Senior Lecturer and Career Status Principal Lecturer) and full-time temporary lecturers and adjunct lecturers.

Section 2. Appointment, Reappointment and Search Procedures to Fill Tenured or Probationary Tenure-Track Faculty Positions

A. Search to Fill Tenured or Probationary Tenure-Track Faculty

The search process for filling a tenured or probationary tenure-track faculty position follows that outlined in the most recent *Faculty Handbook*.

- Once the department chair and the department's tenured faculty agree on the need to fill a vacant position or to create a new position, they identify key qualifications of the individual they wish to hire, specifically with regards to rank and teaching/research/creative specializations.
- The department chair requests written authorization from the dean, who reviews the request and if in agreement, seeks written authorization from the Provost to initiate the search. The dean may decline the request or consult with the department chair to develop a different set of qualifications, rank, or teaching/research/creative responsibilities.
- The chair notifies the faculty that a search has been authorized when the authorization is received from the dean.
- The department establishes a search committee, and a chair of the committee is established

according to the college's guidelines.

- The dean charges the committee with the scope of the search.
- The committee finalizes the description of the position and facilitates its advertisement. Searches should be advertised nationally in appropriate general and discipline-specific venues.
- In every search, individuals shall be recruited and recommended for appointment without regard to race, color, religion, national origin, sex/gender, sexual orientation, disability, age, gender identify, gender expression, non-conformance with gender stereotypes, appearance, political beliefs, veteran status, family status and responsibilities, marital status, genetic information, unemployment status, or any other characteristic protected by Federal and/or District of Columbia law.
- The search committee reviews the applications and identifies a short list of prospective finalists for interviews. The interviews should be open. The department chair and the dean also interview the candidates. The departmental APT Committee may have a role at this stage of the search process.
- The search committee makes its recommendations to the dean consistent with the dean's charge.
- The dean makes a written offer to the finalist setting forth the terms and conditions of the appointment, including rank, tenure status, term of appointment, salary, information about pre-tenure review, any start-up considerations, student research assistants, etc. Such offers are conditional, pending approval of the President at the conclusion of the appointment recommendation process.
- The decisions of the dean and President regarding initial appointments are final and are not subject to any grievance procedure.
- The finalist accepts the offer.

B. Search to Fill Probationary Career Status Track Lecturer position.

A national search for a career status track position is required and the Probationary Career Status Track Lecturer is the sole entry rank for hires into the career status track. The Career Status Senior Lecturer and Career Status Principal Lecture are available only as promotions within the Career Status track. Appointments directly into these positions are not permitted. These positions are described in the most recent Collective Bargaining Agreements (CBA).

The search process for an individual to fill the probationary career-status-track lecturer position shall be consistent with the *Faculty Handbook* and applicable Collective Bargaining Agreement (CBA).

C. Search to Fill Temporary Faculty

For temporary faculty positions, such as the full-time Temporary Lecturer and the Adjunct Lecturer, the search process follows the guidelines outlined in the most recent *Faculty Handbook* and applicable CBA.

- When the department chair sees the need to fill a vacant temporary position or to create a new temporary position, the chair requests authorization from the dean to initiate the search.
- The department chair, usually assisted by members of the faculty, identifies one or more individuals who possess the key qualifications to fill the position, specifically with regard to specialization and teaching ability and experience. These individuals are interviewed by the chair and members of the APT committee, and a decision is made to hire the person best qualified to fill the position.
- The chair makes a written offer to the person setting forth the terms and conditions of the faculty appointment. Such offers are conditional, pending approval by the Provost at the conclusion of the appointment recommendation process.
- The decisions of the department chair and Provost regarding initial appointments are final and are not subject to any grievance procedure.
- The person accepts the offer.

Section 3. Faculty Core Responsibilities: Teaching, Scholarship, Service, and Advising

Tenured and tenure track faculty members have several responsibilities, including keeping their activities up to date in the University's Online APT Management System. All faculty should pursue excellence in all of their faculty responsibilities.

A. Teaching

- a firm command of their subjects and keep abreast of new developments in their discipline.
- employ teaching strategies that promote the learning process and communicate their subjects effectively.
- instruct classes and fulfill other instructional responsibilities with students consistent with curricular objectives.
- notify students when an emergency prevents fulfilment of responsibilities, the faculty member must follow the notification procedures applicable to the department and the college.

- arrange for substitute instruction or conduct an appropriate make-up session in accordance with the procedures applicable to the department and the college.
- receive appropriate University-approved certification and training.
- receive approval from the appropriate department chair and/or dean prior to offering or teaching on-line or distance-learning courses.
- provide a written or electronic copy of the course syllabus or a course guide summarizing the objectives and requirements of the course, the required textbooks, or other sources to be used, and the applicable attendance and grading rules to each student, along with the department chair and area coordinators.
- comply with any and all reasonable accommodations provided to students as determined by appropriate University officials in accordance with applicable laws and regulations, including, but not limited to, the ADA, the Rehabilitation Act and Title IX.
- evaluate all student work with impartiality and complete and submit grades in a timely manner in accordance with the schedule of due dates announced by the Office of the Registrar.
- avoid discrimination based on race, color, religion, national origin, sex/gender, sexual orientation, disability, age, gender identity, gender expression, nonconformance with gender stereotypes, appearance, political beliefs, veteran status, family status and responsibilities, marital status, genetic information, unemployment status, or any other characteristic protected by Federal and/or District of Columbia law. Faculty members must be sensitive to the harmful consequences of professorial or student conduct that perpetuates stereotypes or prejudices. Failure to abide by and uphold these specific responsibilities may result in disciplinary action including, but not limited to, suspension or termination.

B. Scholarship/Creative Works

- production of original scholarship that advances knowledge, including books, monographs, journal articles
- artistic expressions including design, visual art juried exhibitions, installations, theatrical productions, and musical performances
- grant proposals and sponsored agreements
- research publications

C. Service

- participation in departmental and college faculty meetings
- membership on departmental, college, and University committees
- involvement in academic, professional, and civic communities
- advise student organizations that offer academic, cultural, religious, social, and athletic opportunities for experiential learning.

D. Core Responsibilities for Career Status, Temporary and Adjunct Faculty

Likewise career status, temporary and adjunct faculty are expected to achieve excellence in carrying out their teaching responsibilities (see Article III Section 3A for particular activities) but career status faculty must also publish Scholarship in Teaching and Learning (SOTL). Temporary and adjunct faculty are not required to engage in scholarly activities. Further, service is not required for career status, full-time temporary or adjunct faculty.

E. Office Hours and Availability

- faculty members, , shall schedule a minimum of five (5) office hours per week. This shall be face-to-face or by a virtual platform, i.e., Zoom, Teams, etc. Faculty members shall inform students of their availability and may schedule the meetings by appointment only. Additional office hours may be scheduled, if deemed necessary, at the discretion of the faculty member.
- list office hours on course syllabus and on Canvas, the Learning Management System.
- inform appropriate staff members in the academic unit of availability.
- be available for in-person student advising throughout the academic year.

Section 4. Appointment, Promotion and Tenure (APT) Criteria

The criteria in this section address the requirements for candidates to be appointed to various tenure-line faculty positions (such as Assistant Professor, Associate Professor and full Professor) and various career track positions (such as Probationary Career-Status-Track Lecturer, Career Status Senior Lecturer, and Career Status Principal Lecturer). The tenure track is typically six years with an initial appointment of a probationary Assistant Professor on tenure track and a three-year review in the middle of the tenure track. The first advancement for the Assistant Professor is the granting of tenure and promotion to the rank of Associate Professor. The second possible advancement is a promotion to the rank of full Professor with tenure. Much attention is given to appointment, promotion and tenure of faculty because a faculty member who has been awarded indefinite tenure has a continuous appointment made by the Board of Trustees that may extend to retirement, death, or resignation in accordance with the *Faculty Handbook*, with the expectation that a distinguished and accomplished

faculty will effectively engage in teaching, scholarship, and service at the highest level to ensure that the mission of the University is carried out.

There is a career status track that is focused on ensuring the development of highly effective instructional faculty. The Probationary Career-Status-Track Lecturer is also on a six-year track with a three-year review that focuses on teaching effectiveness and scholarship of teaching and learning (SOTL). The first advancement at the end of the six-year probationary period is the granting of career status and promotion to the rank of Senior Lecturer. The second possible advancement is a promotion to the rank of Principal Lecturer with career status; requirements include a terminal degree, a sustained record of excellence in teaching and production of SOTL works. This is not a continuous or permanent appointment like tenure but rather the career status faculty member earns renewable term contracts.

The tenured faculty must adopt APT criteria for all levels of the tenure and career status tracks and the tenured faculty are required to reevaluate, and, as necessary, revise these APT criteria for all faculty appointed to all ranks of the tenure and career status tracks at a minimum of every five years.

A. Tenured and Tenure Track Faculty Positions

1. Promotion and Tenure

Tenure at Howard University and in the Chadwick A. Boseman College of Fine Arts is an honor. It recognizes that the faculty member is both an established member of the academic profession and has demonstrated a sustained commitment and ability to contribute to the faculty member's discipline as a scholar and practitioner. Candidates for tenure will have produced an original body of work that has made a significant impact on the field. Candidates need to demonstrate their productivity has merit and meets or exceeds the guidelines outlined in this document and the departmental APT criteria document (see Appendix A). Candidates are responsible for providing documentation and explanations of their qualifications in detail and in a manner that reviewers and evaluators, regardless of the discipline, will be able to understand.

The awarding of tenure is based upon the judgment that the individual will have a lifelong commitment to scholarship and teaching at the university level and meet the department, college, and university needs. The individual must also have demonstrated commitment through service to the university and the external community.

The guidelines outlined in Appendix A for appointment, promotion, and tenure of faculty in the college are in accordance with the *Faculty Handbook* and these Bylaws. Probationary tenure-track appointments have term limits that vary by rank: For probationary tenure-track assistant professors, the maximum probationary period is seven years and applications for promotion and tenure will be considered during the candidate's sixth year of probationary status. For probationary tenure-track associate professors, the maximum probationary period is five years and applications for tenure will

be considered during the candidate's fourth year of probationary status. For probationary tenure-track professors, the maximum probationary period is three years and applications for tenure will be considered during the candidate's second year of probationary status.

2. General Description: Tenured and Tenure Track Ranks

a. Assistant Professor (Probationary)

The candidate for an initial appointment as a probationary tenure-track assistant professor is one who has completed an earned terminal degree relevant to the discipline. The individual should have demonstrated potential for achieving promotion to higher faculty ranks. Appointment to this rank provides the candidate with a period during which they have an opportunity to confirm their interest in the broad scope of faculty responsibilities. This also allows the tenured faculty time to assess the promise of the faculty member to fulfill those responsibilities.

An initial appointment at the rank of probationary tenure-track assistant professor is usually made for three (3) years. The faculty member undergoes a pre-tenure review as part of the reappointment for a second three-year term. The pre-tenure review follows the same procedure outlined for that of tenure review, but with a special emphasis on identifying what aspects of expected performance require strengthening prior to the mandatory sixth-year tenure and promotion review and without the requirement for external reviewers. The probationary period for assistant professors tends to include a second three-year term; however, if the faculty member fails to satisfy the minimum performance requirements of progress towards tenure, reappointment may be denied. Seven (7) years is the maximum probationary period for probationary tenure-track assistant professors. In the event that promotion and tenure are not awarded at the end of the sixth year, the unsuccessful candidate is given a terminal one-year appointment as assistant professor, after which the candidate may not be reappointed to a full-time faculty position at the University.

b. Associate Professor

It is expected that an associate professor will contribute more broadly to the department and college than an assistant professor while continuing to foster and cultivate an active and meaningful research/scholarship/creative agenda. The faculty member is expected to continue to maintain their overall professional excellence by making significant contributions to the department, college, and University by making sustained impacts in the areas of teaching, research/scholarship/creative activities, and service activities. The appointment at this rank recognizes that the candidate has reached a status in their discipline appropriate to a life-long member of the academic community and has clearly demonstrated ability as a scholar through their research/scholarship/creative activities. Additionally, the candidate needs to have a consistent record of excellence in teaching, evidenced from their initial appointment and a commitment to service. All candidates are expected to show significant scholarly or creative achievement since their initial appointment as an assistant professor.

c. Professor

It is expected that promotion to the rank of full professor indicates one who makes the most significant contributions to the department, college, and University's instructional and service areas, while continuing to assume leadership roles in these areas, while also continuing to maintain an active and meaningful research/scholarship/creative agenda. The faculty member at the full professor rank is expected to continue to maintain overall professional excellence by making significant contributions to the life of the department, college, and University across all areas: teaching, research/scholarship/creative activities, and service.

Appointment to this rank recognizes the faculty member has demonstrated significant achievements since their promotion to associate professor in the areas of research and publication, teaching, and demonstrated strong service with the university and the external community. Candidates under consideration for full professor rank typically will have held the rank of associate professor for at least five years. During their tenure as associate professors, candidates are expected to have maintained a rigorous record of original research/scholarship/creative activities that make a significant contribution to their discipline.

All candidates are expected to show substantial scholarly or creative achievement since their appointment as associate professor. Review of individual candidates will consider the volume of work produced, along with financial and physical resources provided by the University, the department, and the college, and this should be considered in evaluating the quality and quantity of work.

3. Criteria for Evaluating Promotion and Tenure

The CABCoFA maintains the position that the terminal degree or professional equivalent is required for promotion to tenure. The Master of Fine Arts (MFA) degree or the professional equivalent is required in the areas of Studio Arts and Design, and in Theatre Arts and Dance. A Doctor of Philosophy (Ph.D.) or the professional equivalent is required for the rank of full professor in Art History. The Master of Music (MM), Doctor of Music (DM), Doctor of Musical Arts (DMA), or the Doctor of Philosophy (Ph.D.) are terminal degrees for most musical specializations. Exceptions to these requirements are made when an individual has achieved national prominence in their field.

The research/scholarship/creative activities in the fine arts require substantial analysis, historical and technological research, and the synthesis of information. Ultimately, they can result in the creation of new works of art that are widely disseminated through public performance, exhibitions, publications, and commissions. In alignment with our professional accrediting organizations, the departments in CABCoFA recognize that creative and research activities of performance, design, and technologies are equivalent to traditional print publications. Internal and external evaluators are encouraged to consider and weigh the importance of teaching/instruction, research/scholarship/creative activities, and service when considering a candidate's annual workload.

assignments. These guidelines serve as a basis for evaluation, but the evaluators need to seek evidence in current practice, the active trajectory in research/scholarship/creative activities, and the candidate's promise for future productivity achievement in their disciplines. A candidate's ability to engage in off-campus research/scholarship/creative activities also should be weighted by the University's ability to provide reduced teaching schedules and resources to the candidate during the evaluation timeline. These criteria and the more specific departmental criteria outlined in Appendix A do not enumerate all possible ways of demonstrating one's eligibility, nor is each item intended as the only requirement for tenure and promotion. The guidelines outlined in this section of the document are offered as the standard departments might seek in evaluating candidates for promotion and tenure.

4. Faculty Development and Mentoring

Faculty development is a continuous process, and the college encourages faculty at all ranks to participate in faculty development activities. Faculty development should begin with the initial probationary tenure-track appointment through the assignment by the department chair of a mentor to assist the new faculty member during the promotion and tenure process. Department chairs should provide probationary tenure-track faculty with the schedules of their reviews, along with the college and the University guidelines for tenure and promotion. Department chairs should also provide probationary tenure-track faculty with periodic feedback, regarding their evaluations, particularly their reappointment evaluation.

Faculty development continues throughout the faculty member's career through such programs as sabbatical leave, faculty exchanges, scholarly travel, research/scholarship/creative activities, teaching innovation and development funds, and workshops. In addition, the department chair shall make opportunities available (on a semester-by-semester basis) to the faculty member through reduced teaching, service loads, or research/scholarship/creative activities to allow the faculty member time to develop their academic career or address specific performance deficiencies. These opportunities shall be subject to resource availability and will be made at the discretion of the department chair in accordance with the Faculty Workload Policy.

Faculty members are encouraged to seek out mentors from within their own departments, across the University, and within their own professions. Departments shall also establish their own systems of mentorship to be available to probationary tenure-track faculty members as they progress in pre-tenure review.

B. Career Status Track Faculty Positions

These bylaws and APT criteria guide appointment, promotion, and evaluation of Career Status Track Faculty in the CABCoFA, emphasizing excellence in teaching, student development, scholarly contributions, and creative practice.

1. General Description: Career Status Track Ranks

Career Status Track appointments (i.e., Probationary Career Status Track Lecturer, Career Status Senior Lecturer, and Career Status Principal Lecturer) are for Employees whose responsibilities chiefly consist of classroom instruction and engaging in Scholarship of Teaching and Learning.

The Scholarship of Teaching and Learning (“SOTL”) is the systematic inquiry into student learning which advances the practice of higher education by making inquiry findings public.

Scholarship of Teaching and Learning (SOTL) encompasses:

- (a) staying abreast of SOTL research appropriate to the discipline
- (b) conducting original SOTL research
- (c) disseminating the SOTL findings in peer-reviewed publications

Career status track appointments do not grant tenure, and these appointments are not eligible for tenure status. They also differ in nature from tenure-line faculty appointments, the holders of which have primary responsibility for the nature and quality of academic programs (including curriculum, subject matter, and methods of instruction) and for the conduct of discipline-specific research that focuses on advancing knowledge and contributing to the theoretical and empirical foundations of its field. Career status track appointments complement, but do not supplant tenured and tenure-track faculty lines in the affected academic units and programs.

A description of the position for each of the career status track faculty ranks is listed below, but refer to the current non-tenure line faculty collective bargaining agreement (CBA) for additional detail.

a. Probationary Career Status Track Lecturer

Description of Position

The Probationary Career-Status-Track Lecturer is the sole entry rank for hires into the Career Status Track. Position description includes the following:

- Three-year term, renewable within a six-year probationary period¹
- 4-4 course load (minimum 12 credits per semester)
- Advising responsibilities

¹ The initial appointment is for three years. During the third year, the faculty member shall have a pre-Career Status review to qualify for reappointment to a second three-year term. This review shall be conducted through the APT process.

- Required engagement in SOTL
- Terminal degree required (except for current members of the bargaining unit in 2025)²
- Demonstrated promise of excellent teaching
- Demonstrated high potential for achieving promotion to higher career status ranks

b. Career Status Senior Lecturer

Description of Position

Promotion to Career Status Senior Lecturer is awarded to Probationary Career Status Track Lecturers who have achieved excellence and demonstrated promise for continued achievement in carrying out their faculty responsibilities. Position description includes the following:

- Minimum number of 6 years as a Probationary Career Status Track Lecturer prior to applying for promotion to this position³
- Three-year term
- 3-3 course load (minimum 9 credits per semester)
- Advising responsibilities
- Terminal degree required (except for current members of the bargaining unit in 2025)⁴
- Sustained track record of SOTL contributions in peer reviewed publications appropriate to the faculty member's academic field or in the faculty member's specific teaching discipline
- Achieved excellence in teaching

² The Master of Fine Arts (MFA) degree in the areas of Studio Arts and Design, and in Theatre Arts and Dance. A Doctor of Philosophy (Ph.D.) in Art History. The Master of Music (MM), Doctor of Music (DM), Doctor of Musical Arts (DMA), or the Doctor of Philosophy (Ph.D.) are terminal degrees for most musical specializations.

³ The University shall review an application for a Career Status Senior Lecturer promotion during the sixth year of the Probationary Career Status Track Lecturer appointment.

⁴ The Master of Fine Arts (MFA) degree in the areas of Studio Arts and Design, and in Theatre Arts and Dance. A Doctor of Philosophy (Ph.D.) in Art History. The Master of Music (MM), Doctor of Music (DM), Doctor of Musical Arts (DMA), or the Doctor of Philosophy (Ph.D.) are terminal degrees for most musical specializations.

- Demonstrated promise for continued achievement in teaching and the conduct of SOTL

c. Career Status Principal Lecturer

Description of Position

Promotion to Career Status Principal Lecturer is awarded to Career Status Senior Lecturers who have achieved a sustained record of exceptional SOTL achievement and demonstrated promise for continued achievement in teaching and SOTL. Position description includes the following:

- Minimum number of 6 years as a Career Status Senior Lecturer prior to applying for promotion to this position
- Five-year term
- 3-3 course load (minimum 9 credits per semester)
- Advising responsibilities
- Sustained track record of exceptional SOTL contributions in peer reviewed publications appropriate to the faculty member's academic field or in the faculty member's specific teaching discipline
- Achieved an outstanding record of teaching
- Demonstrated promise for continued achievement in teaching and the conduct of SOTL
- Terminal degree required

2. The Review Process

Candidates for appointment, reappointment, promotion and career status shall be reviewed at the University level after they have been evaluated and recommended by the Dean, upon prior recommendation by the appropriate Departmental Appointments, Promotions, and Tenure (APT) Committee, Department Chair, and College APT Committee in accordance with the *Faculty Handbook*. These committees and administrators have the responsibility to conduct evaluations through the APT process in accordance with the *Faculty Handbook* and to submit evaluations and recommendations timely to enable the University to make timely decisions about whether to appoint, reappoint, promote and/or grant career status to an Employee.

3. Evaluation of Documentation

Faculty being evaluated for appointment, reappointment, promotion and/or career status at any rank on the Career Track will supply a range of documentation to serve as indicators of criteria

performance. Applicants will be evaluated first by their department's tenured faculty (Department APT Committee and Department Chair) and subsequently by the college's tenured faculty (College APT Committee and Dean)--all of whom will focus their evaluations on the quality, significance, and impact of each applicant's activities and evidence of Scholarship of Teaching and Learning. Faculty under appointment, reappointment, promotion, and/or career status review and evaluation will submit substantial comprehensive evidence outlined further in these bylaws (see Appendix B). APT evaluators retain full interpretive responsibility, prioritizing quality, significance, and impact of materials submitted.

The departmental criteria listed in Appendix B below identify major sources of evidence for review, evaluation and assessment.

ARTICLE IV. Faculty Meetings

Section 1. Regular Faculty Meetings and Meeting Agenda

The CABCOFA faculty shall meet monthly during the academic year. Meetings may be held in-person or using electronic communication. Electronic meetings using Internet meeting services with integrated audio, text, and capabilities for anonymous voting shall be subject to all rules as those for in-person meetings. The dean shall be the presiding officer at the meetings and determines the agenda. In the absence of the dean, a person designated by the dean shall preside.

Section 2. Special Faculty Meetings

The dean shall call meetings of the faculty to address special or urgent matters when the current faculty meeting schedule cannot accommodate.

Section 3. Voting Rights

Voting members of the college shall include those who hold the rank of professor, associate professor, assistant professor, those who hold full-time appointment as probationary career status track lecturer, career status senior lecturer or career status principal lecturer, full-time temporary lecturers, and administrators with faculty status. However, only tenured faculty members are eligible to vote on appointment, reappointment, career status, tenure, and promotion (APT) matters. Retired and/or emeritus faculty may attend the meeting but are ineligible to vote.

Section 4. Quorum

A simple majority of those eligible to vote will constitute a quorum.

Section 5. Rules of Order

All college faculty meetings must adhere to the current edition of *Robert's Rules of Order Newly*

Revised.

Section 6. Faculty Parliamentarian

The dean shall appoint a parliamentarian from the faculty before the first college faculty meeting of the academic year. The parliamentarian shall serve for one year and may be reappointed. The parliamentarian shall perform the following duties: (1) maintain correct forms of parliamentary procedure at faculty meetings; (2) provide information on rules governing transactions at faculty meetings; (3) provide expert advice concerning the order of precedence of motions; (4) render a decision on procedure when parliamentary procedures are in dispute; and (5) bring to each faculty meeting, a copy of the current *Robert's Rules of Order Newly Revised*.

Section 7. Faculty Secretary

A faculty secretary shall be appointed by the dean from the full-time faculty before the first regular college faculty meeting of the academic year. The secretary shall serve for one academic year and may be reappointed. The secretary's responsibilities include reviewing and transmitting to the dean the official minutes of faculty meetings. Make available official minutes of college faculty meetings to faculty at least five business days before the next regularly scheduled faculty meeting. Submit official minutes to the college archivist.

Article V. Chadwick A. Boseman College of Fine Arts Faculty Committees

Section 1. Types of College-Wide Standing Committees

The college shall have standing committees as required by the University: An Executive Committee; a Committee on Appointments, Promotions, and Tenure (APT); and a Curriculum Committee. Additional standing committees shall include committees established by the college, and ad hoc committees appointed by the dean.

Section 2. Composition and General Rules of College-Wide Standing Committees

A. Eligibility

A faculty member must hold a tenured, tenure track, full-time temporary lecturer, career status, or probationary career-status-track position to be eligible for membership on the standing committees in the college with one exception: the Committee on Appointments, Promotion and Tenure (APT) may only include tenured faculty. The CBA must be consulted for those faculty covered by this agreement about service eligibility, obligations and requirements.

B. Composition

The composition of membership on the standing committees shall reflect the diversity in the college.

C. Service Limitation

A faculty member shall serve on no more than one (1) University required standing committee and no more than three (3) committees established by the college at any given time.

D. Terms of Service

The term of service shall be no more than three (3) years. Chairs shall be elected annually. No member shall serve more than two (2) consecutive terms for a total of six (6) years on a standing committee.

E. Quorum, Agendas, Minutes

Standing committee meetings should follow *Roberts Rules of Order Newly Revised*. Committee chairs shall circulate meeting agendas prior to meeting, shall take summary minutes of all meetings, and shall post minutes and attendance electronically using a shared secure University platform, i.e., Teams. A quorum for the purposes of voting (electronic, in-person, or written proxy) shall consist of a majority of faculty members on the committee. Electronic voting shall be conducted using the confidential voting feature of the Internet service, unless a different method is required. The committee chair shall include the number of members voting on each side of the question and the number, if any, who respond to acknowledge their presence without casting a vote.

F. Removal

The CABCoFA recognizes the University's goal of shared governance. The college, however, expects faculty to volunteer for committee service only if they can devote the necessary time to the required tasks of a standing committee. If a committee member is unable to attend more than half of the meetings held in one semester and does not take part in the committee's work during that time, the member shall be removed. Committee chairs shall report lack of attendance and participation to the dean. The dean shall notify the faculty member, the department chair, and the nominations committee.

G. Special Elections

The nominations committee shall hold special elections to fill absences during the year. The dean may appoint ad hoc committee members to serve in the event special elections are unable to occur in a timely manner.

Section 3. Responsibilities of College-Wide Standing Committees Required by the University

A. Executive Committee

1. Charge:

The Executive Committee is an advisory body for the dean to seek consultation on matters related to academic programs and priorities, academic restructuring, budget and resource allocation, capital expenditures, needs in physical facilities and other matters referred to the committee by the dean or by the *Faculty Handbook* (e.g., disciplinary matters, decanal evaluations). The Executive Committee meets as needed. The Executive Committee may act without a meeting when polled by the dean with responses in writing. The action taken, however, shall be reported at the next meeting of the committee. A majority vote shall constitute committee action.

The Executive Committee is responsible for working in collaboration with the Office of the Provost to develop and coordinate decanal evaluations, and the dean is recused from this work.

2. Membership:

The Executive Committee shall be composed of the dean, who serves as committee chair, department chairs, and one (1) elected faculty representative per department. The term of office for an Executive Committee member shall be three (3) years.

B. Appointment, Promotion and Tenure (APT) Committee

1. Charge:

The Appointment, Promotion and Tenure Committee (APT) serves as the appointment, reappointment, career status, promotion, and tenure review committee for all faculty of the college. The committee accepts recommendations from the departmental chairs and APT committees. Following its deliberation and vote, the committee forwards a separate recommendation to the dean according to the timeline established by the Office of the Provost and in accord with the *Faculty Handbook*.

2. Membership:

The APT Committee shall consist of two (2) tenured faculty members from each department in the college. Members are elected by vote of the college and serve a three- year (3) term. The APT Committee shall be comprised of tenured faculty members holding the faculty rank of professor or associate professor. Committee members under review for promotion during their term of service must recuse themselves from all deliberations and from voting on their own case. A committee member who has special connections, past or present, or serves in the same department with the person under review, shall recuse themselves from participating in the case at the college level. The connections can include domestic or professional partnership, financial interests, and conflicts of interest. Only committee members at the rank of full professor shall deliberate and vote on recommendations on promotion cases from the rank of associate professor to full professor.

C. Curriculum Committee

1. Charge:

The Curriculum Committee shall periodically review the college's curricula and make recommendations to the dean regarding required enhancements. In addition, the committee also reviews proposals for new courses and revisions to the undergraduate and graduate program requirements.

2. Membership:

The Curriculum Committee shall consist of two (2) faculty members per department. The committee shall hold regular meetings and vote on curricular changes and report its votes to the college faculty. The term of office shall be three (3) years.

Section 4. Composition and Responsibilities of College-Wide Standing Committees as Established by the College

A. Deans Advisory Council

1. Charge:

The Deans Advisory Council shall serve as an administrative advisory body to the dean.

2. Membership:

The Deans Advisory Council shall be composed of the assistant dean, associate deans, department chairs, associate chairs, and directors of units. The dean serves as chair of the Council. The Council shall meet bi-monthly during the academic year.

B. Admissions and Recruitment Committee

1. Charge:

The Admissions and Recruitment Committee shall maintain an ongoing review of admissions standards used for admitting students into the college and shall make appropriate recommendations concerning admissions procedures to the faculty. The committee shall meet monthly and more frequently as needed.

2. Membership:

The committee shall be composed of seven (7) faculty members. Three (3) faculty members of any rank elected by each department and one (1) faculty member elected at large by the college. The term of office shall be three (3) years.

C. Assessment Committee

1. Charge:

The Assessment Committee works with the Office of the Dean to ensure that the college complies with University assessment standards, policies, and procedures.

2. Membership:

The Assessment Committee shall be comprised of two (2) faculty of any rank from each department in the college. The term of office shall be three (3) years.

D. The Alumni, Honorary Degrees, and Distinguished Faculty Committee

1. Charge:

The Alumni, Honorary Degrees, and Distinguished Faculty Committee shall identify persons who have attained esteemed artistic/scholarly achievements, contributed significantly to the wellbeing of humanity, and brought honor to Howard University. The committee shall identify and set standards for merit and merit-based acknowledgements and awards and shall solicit faculty and other sources for the names and curriculum vitae of persons to be recommended for college and University honors. The committee shall evaluate nominations and select persons who have distinguished themselves in teaching, scholarship, service, and overall excellence. In the case of Honorary Degrees, the committee will forward nominations to the dean of the college who will consider and make recommendations to the University's President and Board of Trustees.

2. Membership:

The Alumni, Honorary Degrees, and Distinguished Faculty Committee members shall be elected by the college and will be comprised of two (2) professors, two (2) associate professors, two (2) assistant professors, two (2) career status track faculty of any rank (i.e., probationary career status track lecturers, career status senior lecturers, or career status principal lecturers), and two (2) students. The term of office shall be three (3) years.

E. Judiciary Committee

1. Charge:

The Judiciary Committee shall hear and dispose of all cases of alleged academic infractions (e.g., academic cheating, plagiarism, copy infringement) in accordance with procedures established in the Academic Code of Student Conduct.

2. Membership:

The committee shall be elected by the college and will consist of three (3) faculty members: one (1) professor, one (1) associate professor, and (1) assistant professor. The term of office shall be three (3) years.

F. Nominations and Elections Committee

1. Charge:

The Nominations and Elections Committee shall prepare annually a slate of candidates for membership on the standing committees in the college. The committee shall conduct the nomination process and elections consistent with *Robert's Rules of Order Newly Revised*. The Nominations and Elections Committee shall conduct elections to the standing committees at the first regular faculty meeting of the academic year.

The Nominations and Elections Committee shall conduct elections of the college's representative to the University's Faculty Grievance Commission (FGC). No faculty member can serve more than two consecutive two-year terms on FGC, although subsequent reelection is permitted. Administrative officers, department chairs, assistant chairs, or associate deans may not serve on the FGC.

The Nominations and Elections Committee shall also conduct elections of the college's representative and alternate to the Faculty Senate. No faculty member can serve more than two consecutive two-year terms, although subsequent reelection is permitted.

Administrative officers, department chairs, and assistant or associate deans may not serve as representatives to the faculty senate. Deans who hold faculty positions, including associate and assistant deans, are ex officio non-voting members of the faculty senate.

2. Membership:

The committee shall be elected by the college and will consist of six (6) faculty members: two (2) professors; two (2) associate professors; one (1) assistant professor; and one (1) probationary career-status-track lecturer, career status senior lecturer or career status principal lecturer. The term of office shall be three (3) years.

G. Sabbatical Leave Committee

1. Charge:

The Sabbatical Leave Committee shall review sabbatical leave applications and make recommendations whether a Sabbatical Leave application should be approved to the dean.

2. Membership:

The Sabbatical Leave Committee shall consist of three (3) tenured faculty members. The term of office shall be three (3) years.

H. Technology Committee

1. Charge:

The Technology Committee shall advise the dean on technology policy and formulate a strategic technology plan for consideration by the college. The committee shall monitor and update plans after approval.

2. Membership:

The committee shall be composed of three (3) faculty elected by voted from each department. Committee members shall serve three (3) years.

Section 5. Ad Hoc Committees

The dean shall establish ad hoc committees as needed to address administrative needs or new programmatic initiatives of the college that are not under the charge of an existing standing committee.

Article VI. Chadwick A. Boseman College of Fine Arts Departmental Organization

Section 1. Academic Departments

A. The Department of Art

1. Mission

The Department of Art offers exemplary instruction in the practice, history, and criticism of the visual arts and design. The department develops skilled and knowledgeable graduates who are prepared to compete for professional positions and engage in entrepreneurial endeavors as artists and designers. The Department of Art has a unique advantage and responsibility to reflect, affirm, and perpetuate the visual expression of the African American and African Diaspora experience.

2. Degree Programs:

Students in the Department of Art may major in concentrations that lead to the following degrees: The Bachelor of Fine Arts and Master of Fine Arts in Ceramics, Design, Electronic Studio, Fashion Design, Interior Design, Painting, Photography, and Sculpture.

B. The Department of Music

1. Mission

The Department of Music attracts diverse students of high artistic and academic potential, providing for them a scholarly environment and musical experience of exceptional quality in performance, research, pedagogy, technology, therapy, and composition. The department places particular emphasis on providing educational and cultural opportunities for individuals of the global community, with focus given to the musical contributions of the African Diaspora.

2. Degree Programs:

Students in the Department of Music may choose from the following professional degree programs:

- a. Bachelor of Music (BM) in Composition, Music Education, Music with Electives in Business, Music History, Jazz Studies, Jazz Studies with Electives in Music Technology, Performance, Music Therapy.
- b. Master of Music (MM) in Music Education, Jazz Studies, Performance.

C. Department of Theatre Arts

1. Mission

Howard University's Department of Theatre Arts is dedicated to the continued growth and development of the African diasporic experience through the study and practice of the theatre arts. Employing research, experimentation, performance, and the education of emerging professionals, we nurture holistic, multi-hyphenate, collaborative, interdisciplinary dramatic arts creatives prepared to pioneer and lead aesthetic/cultural activism on the national and global stage.

2. Degree Programs:

Students in the Department of Theatre Arts may major in concentrations that offer the Bachelor of Fine Arts in Theatre Arts in Acting, Dance, Musical Theatre, Theatre Technology, and Theatre Arts Administration.

Section 2. Departmental Committees

Each department shall have the following committees: an Executive Committee, an Appointments, Promotions and Tenure (APT) Committee, and a Curriculum Committee. Additional standing or ad hoc committees shall be established by departmental faculty vote or by appointment by the department chair.

A. Departmental Executive Committee:

The Executive Committee is composed of the Department Chair, who serves as Committee Chair, and departmental area coordinators. The Executive Committee meets as needed to plan administrative and budgetary priorities for the academic year, to provide consultation to the chair with respect to faculty needs, particularly with respect to requests for sabbatical leave appointments.

The department chair shall forward the names of committee members to the Office of the Dean no later than two weeks after the first faculty meeting of the academic year.

B. Departmental Appointment, Promotion and Tenure Committee

The departmental APT Committee shall review and make recommendations regarding appointments, reappointments, promotion, and tenure in departments in accordance with the *Faculty Handbook* and the college's bylaws. This committee reviews applications forwarded by the department chair via the University's Online APT Management System. The APT Committee shall be composed of all tenured faculty in the department. Committee members under review for promotion must recuse themselves from all deliberations and from voting on their own case. A committee member who has special connections, past or present, shall recuse themselves from participating in the case. The connections can include domestic or professional partnership, financial interests, or conflicts of interests. When considering applications for promotion from associate to full professor, the APT Committee shall consist of at least two full Professors and all tenured faculty members in the department. If the departmental APT committee does not have at least three faculty members eligible to vote, the Dean, in consultation with the faculty, may establish an ad-hoc committee with members from outside the department. To serve in review of promotion cases from associate to full professor, each ad-hoc committee member must hold the rank of full Professor.

The chair of the committee is elected by the committee and the name is forwarded to the department chair and Office of Dean no later than two weeks after the first Faculty meeting of the academic year. The department chair does not serve on this committee.

C. Departmental Curriculum Committee

The Departmental Curriculum Committee shall maintain regular review of the departmental curriculum and make appropriate recommendations to the department chair, departmental faculty, college-wide Curriculum Committee, and the dean.

The Departmental Curriculum Committee shall consist of at least three (3) tenured and one (1) career status faculty members elected by departmental faculty vote. The Chair of the Committee is elected by the Committee and the name is forwarded to the department chair and Office of the Dean no later than two weeks after the first faculty meeting of the academic year. The Committee shall meet regularly and vote on curricular changes in the department and report its votes at departmental faculty meetings. The term of office shall be three (3) years.

D. Departmental Graduate Studies Committee

The Departmental Graduate Studies Committees in Art and Music shall set standards and monitor policies to improve the graduate program within their respective departments. The committees shall consist of the faculty who teach graduate courses in each department.

Committee members shall elect the chair of the committee and the name is forwarded to the department chair and Office of the Dean no later than two weeks after the first faculty meeting of the academic year. The Committee shall meet regularly and vote on curricular changes to the graduate program in their departments and report its votes at departmental faculty meetings.

Article VII. Summer Governance

If hiring is necessary during the summer months, tenured faculty have a responsibility to carry out their decision-making responsibility at the APT Department and College level. New faculty must be able to be hired in time for the fall term.

Article VIII. Recordkeeping Protocols

Section 1. Distribution of College-Wide Faculty and Standing Committee Meeting Minutes and Announcements

Approved meeting minutes and announcement of College-wide Faculty and Standing Committee meetings shall be distributed to the faculty. A hard copy of the approved minutes of college-wide faculty and standing committee meetings shall reside in the Office of the Dean and may be viewed by request.

Section 2. College-Wide Standing Committee Reports and Other Documents

Reports of Committees and other non-sensitive documents will be housed in a secure drive, e.g., Teams.

Section 3. Access to Electronic Mail

Faculty members in the college shall use their University issued email for all official business and correspondence. Alternative email addresses shall not be used to conduct the business of the faculty, e.g., faculty committees, faculty meeting notices; or sending faculty minutes.

Each faculty member in the college shall be given an e-mail address by the University. When communications are sent to that address, it shall be presumed that the faculty member has been notified of the matter that is the subject of the communication.

Article IX. Procedures to Amend the Bylaws of the Chadwick A. Boseman College of Fine Arts

These bylaws shall become effective when adopted by a majority of the faculty members in the

college and approved by the President and the Board of Trustees of the University. The University requires updates to college bylaws every five (5) years or any time a new handbook is adopted by the University. If there is any inconsistency between the college bylaws and the *Faculty Handbook*, the provisions of the *Faculty Handbook* shall govern and control.

An amendment to the College Bylaws may be presented at any regularly scheduled faculty meeting, provided the proposed amendment is announced to the faculty in writing at least one week before the meeting. The announcement shall contain the exact wording of the proposed amendment. The proposed amendment shall be discussed at the meeting when it is presented. The proposed amendment may be voted upon at a future faculty meeting, or electronically without a meeting, no less than three business days after the initial discussion. A majority vote is needed for the proposed amendment to become adopted.

Section 1. Process to Revise the College Bylaws

The University requires updates to college bylaws every five (5) years or any time a new *Faculty Handbook* is adopted. Therefore, the process to revise the college bylaws may include a Bylaws Committee to conduct this activity.

Section 2. Composition and General Rules of Bylaws Revision Committee

A. Bylaws Revision Committee Charge:

The Bylaws Revision Committee works with the dean to revise the Bylaws of the College when this action is required.

B. Bylaws Revision Committee Membership:

The Bylaws Revision Committee shall be appointed by the dean and may be composed of a chair and members from each department with faculty representation at each rank: tenured, tenure-track, and faculty members governed by the current CBAs. The committee shall meet as necessary to complete the revision according to the established guidelines and timetable.

APPENDIX A1: Criteria for Tenure and Promotion Guidelines in the Department of Art



Mission

The Department of Art offers exemplary instruction in the practice, history, and criticism of the visual arts and design. We develop skilled and knowledgeable graduates who are prepared to compete for professional positions and engage in entrepreneurial endeavors as artists, designers, and art historians. We have a unique advantage and responsibility to reflect, affirm, and perpetuate the visual expression of the African American and African Diaspora experience.

Department of Art Evaluation Standards

The Department of Art in the Chadwick A. Boseman College of Fine Arts expects faculty at all ranks to be the most highly qualified professionals available. The evaluation standards and criteria are developed to promote an environment where research and creative activity brings national, regional, and international recognition to the department, college, and University. Annual review and promotion/tenure decisions should reflect faculty who have demonstrated meritorious achievements in the areas of teaching, research/scholarship/creative activity, and service. In addition to meritorious accomplishments, the successful applicant demonstrates a high potential for continued excellence in their discipline. The Department of Art recognizes that because annual review and promotion and tenure are directly related, the same criteria will be applied to both promotion and tenure and annual review.

Teaching and Instruction:

Effective teaching is an important requisite for annual evaluations and for tenure and promotion evaluations. Excellent evaluations in research, scholarly, and creative activities are insufficient for promotion or tenure without effective teaching ratings. Teaching that meets or exceeds expectations and assessed by multiple indicators, including student course evaluations, peer observation of teaching, and demonstrated in pedagogical preparations. Teaching shall include but not be limited to:

- Classroom, studio, and laboratory instruction.

- Development of new courses and teaching methods.
- Publication of instructional materials and manuals.
- Supervision of undergraduate and graduate students.
- Advising and mentoring students.
- Internal/external competitive funding for instructional development and/or equipment.

Research/Scholarship/Creative Activities

Tenure-track faculty should be continuously engaged in scholarship/research or creative work by the time they apply for tenure or promotion. Associate professors applying for promotion to full professor must be able to demonstrate a sustained research program and a significant body of publications or original creative works that have had an impact of the field in addition to the work they presented for the prior promotion to associate professor. Excellence in research and creative activity is defined by the quantity, quality, and substantial impact of the publications and/or original work, as judged by internal and external peer review. External peer review is an independent review by nationally and/or internationally recognized experts in the candidate's field and at the same or higher rank.

Research/scholarship/creative activities are characterized by the creation and dissemination of new knowledge and original creative works and activities, but not limited to:

- Peer-reviewed publications of the faculty member's research in nationally recognized journals and press.
- Visual or other artistic contributions in international, national, state, and regional exhibitions.
- Presentations in international, national, state, and regional venues.
- Development of intellectual property.
- Competitive, external research funding.

Service

Tenure-track faculty should demonstrate a willingness to actively contribute to department, college, and University service. The quality and impact of one's service will be acknowledged and considered more heavily than the quantity of service commitments. Faculty seeking promotion to associate professor should demonstrate significant service engagements beyond the assistant professor level, including university-wide committee work and leadership roles within and outside the University.

- Service activities shall include, but are not limited to:
- Service to students, colleagues, the department, college, and University.
- Administrative and committee assignments in the departmental, college, and University.
- Professional service, such as leadership roles in national associations and organizations.
- Professionally-related service to the community, state, nation, and international communities.

Workload

The Department of Art follows the University Workload Policy when assigning faculty workload. The department also acknowledges that studio art courses that meet one and a half hours of instruction are the equivalent of 3 credit hours. The department also recognizes that faculty workload can include supervision of student interns, thesis supervision, large class formats, and administrative duties, i.e., program coordinators. The workload assignments, therefore, can vary but the normal percentage for tenured faculty not carrying an extensive research assignment could be 40% teaching, 40% research, and 20% service.

Annual Evaluation

Annual evaluation is the process for conducting evaluations of the work and professional accomplishments of faculty at all ranks. The results of annual evaluations can be used for reappointments and merit-based salary adjustments.

All faculty members will prepare an annual faculty report detailing their achievements. The document includes their accomplishments during the academic year. In addition, faculty members are encouraged to include their self-reflections in the report that defines their teaching, research/scholarship/creative activity, and service. It is the responsibility of the faculty member to complete and submit materials including student evaluations in the Faculty Success portal. Annual review documents include, but are not limited to:

- Current CV
- Summary narrative of teaching achievements
- Tabular summary of teaching
- Summary narrative of research/scholarship/creative activities
- Tabular summary of research/scholarship/creative activities

- Summary of service
- Tabular summary of service

The criterion for annual evaluations is the same criteria for promotion and tenure. Ratings of 5 “outstanding”; 4 “very good”; and 3 “satisfactory” indicate adequate levels of performance and require no special action or sanction. Ratings of 2 “less than satisfactory” and 1 “unsatisfactory” require corrective action. The faculty member will sign the evaluation form however signing does not indicate agreement with the results. If a faculty member disagrees with a part of the whole evaluation, they can submit a rebuttal. Rebuttals must be in writing and submitted to the department chair within 7 business days.

Peer Observation of Teaching

Faculty members on annual appointments, career status, and tenure-track positions should have annual peer observations of their teaching. Peer evaluations of teaching will consist of a written report by one or two tenured colleagues chosen by the departmental APT Committee. Evaluations should address the overall teaching effectiveness and the organization of the observed instruction. These reports should include constructive comments and clearly identify any concerns of the reviewer. The department chair will inform all parties of peer observation well in advance of the deadlines so that reviewers can arrange classroom visits with mutually agreeable times. The second visit can be unannounced. After the evaluation is submitted to the department chair, the faculty member under review will be given an opportunity to submit a statement within one week addressing any item in the report they feel is inaccurate or needs clarification.

General Guidelines and Criteria for Faculty Evaluation and Promotion and Tenure

Annual evaluations, tenure-promotion (to associate professor), and promotion (to full professor) are part of the review process and conducted by tenured faculty members. It is the responsibility of the tenured faculty members to evaluate and vote on every candidate for promotion and tenure. This evaluation is submitted to the department chair. The college-wide APT committee evaluates and votes on the candidate’s portfolio and submits their evaluation to the dean. The dean’s evaluation, along with the candidate’s file, is forwarded to the Office of the Provost for evaluation.

General Expectations for all evaluations, annual review, and promotion and tenure

All recommendations for annual evaluations of non-tenure-track faculty primarily will cover the candidate’s teaching. Faculty who are progressing towards promotion and tenure will be evaluated on their record in teaching, research/scholarship/ creative activity, and service.

Teaching:

Faculty members should demonstrate an enthusiasm for teaching, the ability to challenge and inspire

students to achieve their highest level possible, and to have a genuine interest in student success as demonstrated in advising, mentoring, and creating professional and academic opportunities for students.

Research/Scholarship/Creative Activity:

Research/scholarship/creative activity for faculty in the Department of Art can include a variety of activities depending upon the field of specialization and the interests of the faculty member. All faculty members are expected to pursue research and creative activities appropriate to their field of specialization and to achieve national and/or international recognition among their peers in one or more fields of activity.

Service:

Faculty members expected to render appropriate service at various points of their career to the department, college, the university, the profession, and the community at large.

Criteria and Guidelines for Tenure and Promotion and Annual Review

The principles that guide the two major stages of faculty advancement, tenure, and promotion to associate professor and promotion to full professor, should be a continuous progress in the academic and professional reputation of the candidate. Faculty members under review are not expected to engage in all activities listed in the evaluation categories, but the quality of the contributions should be of greater importance than the quantity. For example, the prestige or scope of the publication or art exhibition should be important factors in determining the significance of the research, scholarship, and creative activity.

External Reviewers

The external review process in tenure and promotion evaluations primarily evaluate the professional research, scholarship, and creative activity of the candidate. Four reviewers who are external to the University, experts in the candidate's discipline, and affiliated with comparable research universities or similar institutions conduct the evaluation, will be invited to evaluate the candidate's research/scholarship/creative activity. The selection of external reviewers should follow the procedures and guidelines outlined in the *Faculty Handbook* (D2.5)

Department of Art -Specific Examples for Promotion and Tenure Evaluation

Art History

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the dissertation. In most cases, the candidates will be expected to have a book-length manuscript in proof or published form, from a press that evaluates manuscripts by a blind peer review process, or equivalent product of scholarship, such as a scholarly catalogue connected to a major exhibition at an important museum. The manuscript, if it originated as a doctoral thesis, will show development of the topic so that the work exceeds the dissertation. In unusual cases, the candidate may substitute a significant number of nationally or internationally recognized, peer-reviewed examples of work, provided they are of sufficient length and quality. In addition, the candidate will demonstrate independent work that goes beyond the doctoral dissertation whether it be through blind peer reviewed articles, edited books, book chapters, book reviews, catalogue essays, papers given, grants obtained, or any other evidence of a scholarly development. Participating in conferences as lecturer, responder, session chair, conference organizer, curating exhibitions and related activities can provide further evidence of scholarly achievement. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual course evaluations, FPES, and peer reviews will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. The candidate should participate in the graduate programs of the department by advising theses and serving on master's thesis committees. The candidate should oversee directed research and serve on MFA review committees, if appropriate. It is expected that the candidate be a member of the graduate faculty in good standing. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses.

Service

The candidate should perform valuable service for their department, college, University, community, and field. Service is an important consideration for assessing outstanding performance, overall, but one that is given secondary importance to teaching and research/scholarship/creative work. Service may come in the form of individual or committee work or community service. Such service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as program coordinator or graduate chair); curating exhibitions; and working in the community within the candidate's area of

expertise. Some of these activities overlap with the “Research/Scholarship” category.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of outstanding performance and promise of sustained outstanding performance as demonstrated by considerable prominence in the field. Within Art History, this will normally occur after the publication of a second book or catalogue, or publication of numerous articles, in blind peer-reviewed presses or nationally and internationally prominent venues. The candidate’s national and international standing and evidence such as prizes or awards for the scholarly work or evidence of successful applications for grants will be weighed heavily.

Teaching/Instruction

In addition to the requirements for promotion to full professor, the candidate will provide evidence of outstanding performance and promise of continued outstanding performance as demonstrated by sustained efforts within the graduate program in the department, including continued membership on MFA review committees and theses. Teaching awards and prizes will also contribute to this category. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to [teach, lecture, or participate in nationally recognized programs outside of their own.](#)

Service

In addition to the requirements for promotion to full professor, the candidate should have developed a leadership role within the department, school and University and provided leadership to professional organizations and service to the community.

Ceramics

The nature of Ceramics requires faculty to participate in studio management, oversight, maintenance, advising, mentoring, and other activities at a level that could be beyond the scope and requirement of other areas. Active participation in these activities is required to maintain outstanding teaching, research, and service. As such, these activities shall be weighed heavily.

Due to the small number of faculty in this area, the department recognizes that the program coordinator takes on a significant level of commitment to the area including but not limited to curriculum development and implementation; training, mentoring, and supervision of adjunct faculty; advising and supervision of students; planning, organizing, and overseeing visiting artists, student events, development activities, and recruitment; budget; scheduling; and safety. As such, service as

program coordinator shall be weighed heavily as a factor in the areas of Teaching and Service as appropriate.

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative activity, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the MFA level. This would include museum exhibitions, solo exhibitions at significant venues in major cities, national and international, invitational/juried group exhibitions at significant venues, inclusion in contemporary surveys, and inclusion in public collections, and significant private collections. The Department recognizes that Washington DC, as a major east coast city, is host to many venues of national and international standing. Given the diversity of works produced in the varied areas of the Department, venues shall be evaluated for significance in relation to the specifics of the area of the candidate’s focus. Frequency of exhibition shall be understood in relation to the area of focus; for example, exhibitions of largescale installations may occur less frequently than group exhibitions but shall be weighed accordingly.

Other measures of outstanding performance include but are not limited to participation in national conferences, art fairs, international conferences, and international biennials. Recognition of outstanding performance also takes the form of awards of fellowships, grants, and residencies and in reviews, articles, and/or inclusion in printed and digital publications.

Participating in conferences as conference organizer, session chair, lecturer, responder, curating exhibitions, and related activities can provide further evidence of significant achievement in field of discipline. These activities, in the context of a studio artist’s work, are analogous to producing a one-person exhibit. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact nationally and/or internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. The candidate should participate in the graduate programs of the department by overseeing directed research and serving on MFA review committees. Innovative teaching, use of technologies, an active role in student advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BFA and MFA programs.

3. Service

To achieve an “outstanding” evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the department, school, University, and profession. This may come in the form of individual or committee work or community service. Such service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as program coordinator or graduate chair); curating exhibitions; and working in the community within the candidate's area of expertise. Some of these activities overlap with the “Research” category, such as but not limited to, invitations to lecture at other institutions, serving as an external evaluator, or exhibition juror, are also considered service to the field.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of considerable prominence in their discipline focus, beyond the work that was included in the promotion to associate professor. This will normally occur after/with the establishment of a nationally notable exhibition record (solo, group, invitational, and/or juried) at significant venues. The Department recognizes that Washington DC, as a major east coast city, is host to many venues of national and international standing. Given the diversity of works produced in the varied areas of the department, venues shall be evaluated for significance in relation to the specifics of the area of the candidate's focus. The candidate's national and international standing as evidenced by residencies, fellowships, visiting artist lectures/workshops, and awards for creative research will also be considered in relation to the exhibition record. Frequency of exhibition shall be understood in relation to the area of focus; for example, exhibitions of large-scale installations may occur less frequently than group exhibitions and shall be weighed accordingly.

2. Teaching/Instruction

In addition to the requirements for promotion to professor, the candidate will provide evidence of sustained efforts within the graduate programs of the college, including continued membership on MFA review committees. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to professor, the candidate should have developed a leadership role within the Department, School and University within significant committees and provided leadership to professional organizations and service to the community.

Design – Graphic

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative activity in Graphic Design, the candidate must present documentation of a body of work that has received significant professional recognition. The candidate’s work should be recognized on a regional and national level, and there should be strong evidence that this work does or will have impact internationally. Peer review will determine the relative significance of the candidate’s documented activities and achievements. Candidates will have experience with contemporary practices, techniques, and issues in the field of Graphic Design. They should be active in the creative practice that includes a national and/or international presence.

Graphic Design is a studio discipline in which professional practice can consist of client-based and/or self-authored design work. In addition to the production of actual design work, professional designers can also engage in writing and speaking about design in a variety of contexts. In professional design practice, the following activities could be viewed as analogous to a fine artist’s one-person exhibition: curated, juried or edited exhibitions or publications, juried design work in online design portals, communities, juried competitions, awards, work accepted into major collections, commissioned work, authoring or editing of design books or articles in design publications, consultation on or contributions to design books, writing in design blogs and online design communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or curate exhibitions or competitions, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online design webcasts, interactive digital installations, or grants obtained. The development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant to the field would also qualify as evidence of research excellence.

Candidates must possess excellent technical skills with Mac computers and an in-depth knowledge of the Adobe Creative Suite, especially Photoshop, Illustrator, and InDesign. Candidates must also be well-versed in HTML, CSS, and JQuery. They should be experienced with responsive web design, app design, CMS, or After Effects, along with experience working in multiple computer platforms and system configurations.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of the design program.

Outstanding teaching is documented through the following: insightful and supportive critique of

student work, project outcomes that meet the standards of the design program, participation in the development of Graphic Arts Design curriculum, innovative approaches to teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior and/or graduate level design portfolios, scholarly or professional mentoring, participation in student projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions, service on MFA review committees, awards for teaching, and student work produced in the candidate's classes that is accepted for publication in national or international design publications or exhibitions, online publications, design portals, online design communities and/or student work that wins awards in local, national, or international design competitions.

Observations by the candidate's peers within the area and department and the candidate's tenure review committee as well as information from periodic teaching reviews (FPES) will play a role in the evaluation of teaching.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the area, department, college, University, and the design profession. A clear distinction is made between service activities and those considered for the "Research/Scholarship/Creative Activity" and "Teaching" categories.

Service may come in the form of individual or committee work or community service. Such service may include but is not limited to serving as program coordinator or department chair, supervising area facilities; active service on college or university committees, participation in recruitment and retention activities, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for associate professor, the candidate for full professor should provide clear evidence of national and international prominence in the field of Graphic Design. The candidate's standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after their year of tenure will be the primary consideration.

2. Teaching/Instruction

In addition to the requirements for associate professor, the candidate for full professor must

demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for full professor must contribute significantly to the design program in a variety of ways: consistent high quality of their student work, recognition of student work through its inclusion in publications, exhibitions and competitions, awards and honors directly linked to student work produced under the candidate's supervision, active participation in curriculum development within the discipline and mentorship of junior or adjunct faculty and students. The candidate will also be expected to show sustained participation in the graduate programs of the department, including continued membership on MFA review committees.

3. Service

In addition to the requirements for associate professor, the candidate for full professor must have developed a strong leadership role within the area, department, college, and University. This leadership may include serving as program coordinator, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University, and community.

Design – Fashion

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative activity in Fashion Design, the candidate must present documentation of a body of work that has received significant professional recognition. The candidate's work should be recognized on a regional and national level, and there should be strong evidence that this work does or will have impact internationally. Peer review will determine the relative significance of the candidate's documented activities and achievements.

Fashion Design, like many of the program areas in the department, is multi-disciplinary in nature. Therefore, the department values scholarship that addresses theoretical and/or applied issues related to the field, industry, and the global community, and to the fields that benefit from knowledge generated in this discipline. Research can include scholarly and or creative activity in the faculty member's area of specialization. Faculty members are expected to actively publish works in peer-reviewed publications or produce original creative works since their initial appointment as an assistant professor.

Fashion Design is a studio discipline in which professional practice can consist of client-based and/or self-authored design work. In addition to the production of actual design work, professional designers can also engage in writing and speaking about design in a variety of contexts. In professional design practice, the following activities could be viewed as analogous to a fine artist's one-person exhibition: curated, juried or edited exhibitions or publications, juried design work in online design portals, communities, juried competitions, awards, work accepted into major collections, commissioned

work, authoring or editing of design books or articles in design publications, consultation on or contributions to design books, writing in design blogs and online design communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or curate exhibitions or competitions, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online design webcasts, interactive digital installations, or grants obtained. The development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant to the field would also qualify as evidence of research excellence.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of the Fashion Design program, sophomore through graduate.

Outstanding teaching is documented through the following: insightful and supportive critique of student work, project outcomes that meet the standards of the design program, participation in the development of Fashion Design curriculum, innovative approaches to teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior and/or graduate level design portfolios, scholarly or professional mentoring, participation in student projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions, service on MFA review committees, awards for teaching, and student work produced in the candidate's classes that is accepted for publication in national or international design publications or exhibitions, online publications, design portals, online design communities and/or student work that wins awards in local, national or international design competitions.

Observations by the candidate's peers within the area and department and the candidate's tenure review committee as well as information from periodic teaching reviews (FPES) will play a role in the evaluation of teaching.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the area, department, college, University, and the design profession. A clear distinction is made between service activities and those considered for the "Research/Scholarship/Creative Activity" and "Teaching" categories.

Service may come in the form of individual or committee work or community service. Such service may include but is not limited to serving as area head or department chair, supervising area facilities;

active service on college or university committees, participation in recruitment and retention activities, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for associate professor, the candidate for full professor should provide clear evidence of national and international prominence in the field of Fashion Design. The candidate's standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after their year of tenure will be the primary consideration.

2. Teaching/Instruction

In addition to the requirements for associate professor, the candidate for full professor must demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for full professor must contribute significantly to the Fashion Design program in a variety of ways: consistent high quality of their student work, recognition of student work through its inclusion in publications, exhibitions and competitions, awards and honors directly linked to student work produced under the candidate's supervision, active participation in curriculum development within the discipline and mentorship of junior or adjunct faculty and students. The candidate will also be expected to show sustained participation in the graduate programs of the department, including continued membership on MFA review committees.

3. Service

In addition to the requirements for associate professor, the candidate for full professor must have developed a strong leadership role within the area, department, college, and University. This leadership may include serving as program coordinator, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University, and community.

Design – Interior

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative activity in Interior Design, the candidate must present documentation of a body of work that has received significant professional

recognition. The candidate's work should be recognized on a regional and national level, and there should be strong evidence that this work does or will have impact internationally. Peer review will determine the relative significance of the candidate's documented activities and achievements.

Interior Design faculty can contribute to the generation of new knowledge and original creative activities that further the faculty member's research agenda by sharing their work with their professional peers and in so doing their work is subject to external criticism and evaluation. Interior Design is a broad discipline including interior/lighting/environment design. Therefore, the department values scholarship that addresses theoretical and/or applied issues related to the field, industry, and the global community, and to the fields that benefit from knowledge generated in this discipline. Research can include scholarly and or creative activity in the faculty member's area of specialization. Faculty members are expected to actively publish works in peer-reviewed publications or produce original creative works since their initial appointment as an assistant professor.

Interior Design is a studio discipline in which professional practice can consist of client-based and/or self-authored design work. In addition to the production of actual design work, professional designers can also engage in writing and speaking about design in a variety of contexts. In professional design practice, the following activities could be viewed as analogous to a fine artist's one-person exhibition: curated, juried or edited exhibitions or publications, juried design work in online design portals, communities, juried competitions, awards, work accepted into major collections, commissioned work, authoring or editing of design books or articles in design publications, consultation on or contributions to design books, writing in design blogs and online design communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or curate exhibitions or competitions, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online design webcasts, interactive digital installations, or grants obtained. The development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant to the field would also qualify as evidence of research excellence.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of the Fashion Design program, sophomore through graduate.

Outstanding teaching is documented through the following: insightful and supportive critique of student work, project outcomes that meet the standards of the design program, participation in the development of Interior Design curriculum, innovative approaches to teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior and/or graduate level design portfolios, scholarly or professional mentoring, participation in student

projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions, service on MFA review committees, awards for teaching, and student work produced in the candidate's classes that is accepted for publication in national or international design publications or exhibitions, online publications, design portals, online design communities and/or student work that wins awards in local, national or international design competitions.

Observations by the candidate's peers within the area and department and the candidate's tenure review committee as well as information from periodic teaching reviews (FPES) will play a role in the evaluation of teaching.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the program area, department, college, University, and the design profession. A clear distinction is made between service activities and those considered for the "Research/Scholarship/Creative Activity" and "Teaching" categories.

Service may come in the form of individual or committee work or community service. Such service may include but is not limited to serving as program coordinator or department chair, supervising area facilities; active service on college or university committees, participation in recruitment and retention activities, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for associate professor, the candidate for full professor should provide clear evidence of national and international prominence in the field of Fashion Design. The candidate's standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after their year of tenure will be the primary consideration.

2. Teaching/Instruction

In addition to the requirements for associate professor, the candidate for full professor must demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for full professor must contribute significantly to the Interior Design program in a variety of ways: consistent high quality of their student work, recognition of student work through its inclusion in publications, exhibitions and competitions, awards and honors directly linked to student work produced under the candidate's supervision, active participation in curriculum

development within the discipline and mentorship of junior or adjunct faculty and students. The candidate will also be expected to show sustained participation in the graduate programs of the department, including continued membership on MFA review committees.

3. Service

In addition to the requirements for associate professor, the candidate for full professor must have developed a strong leadership role within the area, department, college, and University. This leadership may include serving as program coordinator, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University, and community.

Electronic Studio

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative activity in Electronic Studio, the candidate must present documentation of a body of work that has received significant professional recognition. The candidate’s work should be recognized on a regional and national level, and there should be strong evidence that this work does or will have impact internationally. Peer review will determine the relative significance of the candidate’s documented activities and achievements.

Electronic Studio is a studio discipline in which professional practice can consist of client-based and/or self-authored design work. In addition to the production of actual design work, professional designers can also engage in writing and speaking about design in a variety of contexts. In professional design practice, the following activities could be viewed as analogous to a fine artist’s one-person exhibition: curated, juried or edited exhibitions or publications, juried design work in online design portals, communities, juried competitions, awards, work accepted into major collections, commissioned work, authoring or editing of design books or articles in design publications, consultation on or contributions to design books, writing in design blogs and online design communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or curate exhibitions or competitions, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online design webcasts, interactive digital installations, or grants obtained. The development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant to the field would also qualify as evidence of research excellence.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude

for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of the design program, sophomore through graduate.

Outstanding teaching is documented through the following: insightful and supportive critique of student work, project outcomes that meet the standards of the design program, participation in the development of Graphic Arts Design curriculum, innovative approaches to teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior and/or graduate level design portfolios, scholarly or professional mentoring, participation in student projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions, service on MFA review committees, awards for teaching, and student work produced in the candidate's classes that is accepted for publication in national or international design publications or exhibitions, online publications, design portals, online design communities and/or student work that wins awards in local, national or international design competitions.

Observations by the candidate's peers within the area and department and the candidate's tenure review committee as well as information from periodic teaching reviews (FPES) will play a role in the evaluation of teaching.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the area, department, college, University, and the design profession. A clear distinction is made between service activities and those considered for the "Research/Scholarship/Creative Activity" and "Teaching" categories.

Service may come in the form of individual or committee work or community service. Such service may include but is not limited to serving as area head or department chair, supervising area facilities; active service on college or university committees, participation in recruitment and retention activities, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for associate professor, the candidate for full professor should provide clear evidence of national and international prominence in the field of Interactive Arts and Design. The candidate's standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after their year of tenure will be the primary

consideration.

2. Teaching/Instruction

In addition to the requirements for associate professor, the candidate for full professor must demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for full professor must contribute significantly to the design program in a variety of ways: consistent high quality of their student work, recognition of student work through its inclusion in publications, exhibitions and competitions, awards and honors directly linked to student work produced under the candidate's supervision, active participation in curriculum development within the discipline and mentorship of junior or adjunct faculty and students. The candidate will also be expected to show sustained participation in the graduate programs of the Department, including continued membership on MFA review committees.

3. Service

In addition to the requirements for associate professor, the candidate for full professor must have developed a strong leadership role within the area, department, college, and University. This leadership may include serving as program coordinator, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University, and community.

Photography

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an "outstanding" evaluation for research/scholarship/creative work, the candidate should demonstrate a body of work of outstanding professional achievement. This will be demonstrated by showing their work in both regional and national/ international exhibitions and publications. These may include recognized venues such as major museums, university, commercial, or not-for profit galleries with their work selected through a curatorial or juried process. The candidate is expected to have their work selected for both one-person and group exhibitions, with the solo exhibition being a higher level of accomplishment. Additionally, recognition of the candidate's work may be demonstrated by reviews in print or on-line publications of regional or national significance, as well as in exhibition catalogues.

The most important factor in achieving an "outstanding" evaluation is that the candidate's work is validated through a peer-review, curatorial or juried process. In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, lecturing on their work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer, and by curating exhibitions. Artist residencies, fellowships, awards,

grants, and selection of the candidate's work for public art/community-based projects may provide further evidence of achievement. Published writing, such as reviews of other artist's work or exhibition catalogues may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews will play a role in this evaluation, as will classroom/studio observation by area/Departmental colleagues. Additionally, the candidate should participate in the undergraduate program by engaging in mentoring of graduate and undergraduate students and ongoing curriculum development. The candidate should participate in the graduate programs of the Department by serving on MFA committees throughout the College and teaching graduate level classes in accordance with area needs. It is expected that the candidate be a member of the graduate faculty in good standing. Innovative teaching, use of new technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the area, Department, College, University, and profession. This may come in the form of individual or committee work or community service. Such service may include, but is not limited to, advising students, assisting with the annual student show, organizing other student shows on or off campus, working in the community within the candidate's area of expertise, and serving on professional boards in the field. Some of these activities overlap with the "Research/Scholarship" category.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to the associate professor level, the candidate for full professor should provide clear evidence of considerable prominence in the field. Within Photography, this will normally occur after the exhibition of the candidate's creative work in nationally and internationally prominent venues with reviews of the work. The candidate's national and international standing will be weighed heavily by evidence such as solo exhibitions, numerous group shows, prizes or awards for creative work, visiting artist lectures, workshops, and/or residencies.

2. Teaching/Instruction

In addition to the requirements for promotion to the associate professor level, the candidate for full professor will provide evidence of sustained efforts within the graduate programs of the college, including continued membership on MFA review committees. Teaching awards and prizes will also contribute to this category. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to the associate professor level, the candidate for full professor should have developed a leadership role within the area, department, college, and University, demonstrated by participation and valuable contributions made on significant committees, service as area head or in other administrative duties, and service to professional organizations and the community.

Painting and Sculpture

A. For promotion/tenure to Associate Professor:

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research, scholarship, and creative activity, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the MFA level. This would include museum exhibitions, solo exhibitions at significant venues in major cities national and international, group exhibitions in major cities at significant venues, inclusion in contemporary surveys, and inclusion in public collections.

Other measures of excellence include but are not limited to participation in national conferences, art fairs, international conferences, and international biennials. Recognition of excellence is seen in the awards of fellowships, grants, and residencies and in reviews and articles in major journals and books.

Participating in conferences as conference organizer, session chair, lecturer, responder, curating exhibitions, and related activities can provide further evidence of scholarly achievement. These activities, in the context of a studio artist’s work, are analogous to producing a one-person exhibit. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude

for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. They should participate in the graduate programs of the Department by overseeing directed research and serving on MFA review committees. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BFA and MFA programs.

3. Service

To achieve an “outstanding” evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the department, college, University, and profession. This may come in the form of individual or committee work or community service. Such service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as program coordinator or graduate chair); curating exhibitions; and working in the community within the candidate's area of expertise. Some of these activities overlap with the “Research/Scholarship” category. Invitations to lecture at other institutions are also considered service to the field.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of considerable prominence in the field. This will normally occur after with establishment of a nationally and internationally notable exhibition record at significant and prominent venues. The candidate’s national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to associate professor, the candidate for full professor will provide evidence of sustained efforts within the graduate programs of the department, including continued membership on MFA review committees. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to associate professor, the candidate for full professor

should have developed a leadership role within the department, college, and University within significant committees and provided leadership to professional organizations and service to the community.

Rubrics

Art History Evaluation Rubric

Research/Scholarship / Creative Activity				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Publication of book by a university press or peer-reviewed press	Contribution of a catalogue entry or entries in an exhibition catalogue at a leading national museum	Contribution of a catalogue essay, entry, or entries in an exhibition catalogue at a regional or local museum of art	No evidence of production, publication, or exhibition collaboration	No publications
Editor of anthology (book) published by a university press or peer-reviewed press.	Book review in a peer reviewed academic journal	Essay in journal with limited regional reach	Essay in journal with no reach beyond the DMV	Participation in projects that cannot produce career momentum.
Publication of a scholarly article in a peer reviewed academic journal that is nationally or internationally recognized.	Publication of a scholarly article in a peer reviewed academic journal that	Publication of a scholarly article in a peer reviewed journal that is locally recognized	No evidence of scholarly publication in a peer reviewed academic journal.	No publications.

	is regionally recognized			
Author of a scholarly essay in an anthology published by a university press or peer-reviewed press.	Research for proposed scholarly article published to be published in a university or peer-reviewed press	Evidence of invitation to author a scholarly essay in an anthology published by a university press or peer-reviewed press.	No evidence of scholarly essays.	No publications.
Curatorial responsibility for an exhibition with a substantial accompanying catalogue at a leading national museum of art, which includes essay by reporting faculty member.	Hard evidence of progress on ongoing major project(s) with momentum on regional level museum of art	Curatorial responsibility for an exhibition with an accompanying catalogue/brochure at a local museum of art or gallery	No evidence of curatorial responsibility or accompanying catalogue	No curatorial responsibility.
Contribution of an essay in an exhibition catalogue at a leading national museum of art (single authored or co-authored)	Contribution of an essay in an exhibition catalogue at a regional museum of art (single authored or co-authored)	Contribution of an essay in an exhibition catalogue at a local museum of art (single authored or co-authored)	No evidence of exhibition catalogue entries.	No exhibition catalogue essays.
Recipient of a prestigious competitive external	Recipient and/or holder of	Recipient and/or holder of (competitive)	No evidence of progress on internal or	No evidence of participation

grant from national sponsor such as the Fulbright, AAR, CASVA, Andrew Mellon, etc.	major (competitive) regional grant or competitive external grant	internal grant or competitive external grant	external grants	in any scholarly grants.
Organizing and/or chairing a conference session at a national conference	Organizing and/or chairing a conference session at a regional conference	Organizing and/or chairing a conference session at a local conference	No evidence of conference organization or chairing	No conference participation
Invited lecturer at a nationally recognized institution and/or professional venue (such as museums and universities)	Paper or Talk given at an academic conference, symposium, or lecture in a regional or local venue	Talks in regional venues (DMV) or local art museums (local venue defined as a professional space with little or no reach beyond the DMV)	Talks in local venues only	No evidence of professional lecturers
Organizing and/or chairing a national conference or lecture series	Organizing and/or chairing a regional conference or lecture series	Organizing and/or chairing a local conference or lecture series	No evidence of organizing a conference or lecture series	No conference or lecture series organization
Paper or Talk given at a prestigious internationally recognized academic conference, symposium, or lecture series in a national or international venue	Paper or Talk given at an academic conference, symposium, or lecture series in a regional	Paper or Talk given at an academic conference, symposium, or lecture series in a local venue.	Talks in campus venues only	No evidence of papers or talks at any venue

	venue.			
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Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers in both graduate seminars and undergraduate level courses	Solid course evaluation numbers, consistent with class size and level	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers)	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	No evidence of positive course evaluations
Curricular innovation: new courses, substantial and demonstrable overhaul of established courses, cross-disciplinary collaboration, innovative use of new technologies	Consistent demonstration of syllabi and course curricular improvement and updates	Limited evidence of course updates and curricular improvements	Low evidence of new curriculum, no innovative cross-disciplinary collaboration	Inadequately supervised students enrolled for independent studies or theses
Supervision of MFA or Ph.D. graduate students	Consistent involvement with graduate students	Modest involvement with graduate students.	Little graduate supervision	Extremely low course evaluation numbers for courses

Outstanding advising and student supervision	Participation in advising activities for undergraduate and graduate students.	Limited advising activities	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to respond to email queries
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Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank	Default on service assignments without clear cause	No service at any level within the department or in the profession or community
Service at several levels and on multiple committees, not excluding the Department,	Service on more than one committee or duty	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following	No service at any level

College, and University.			pattern of previous years.	
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Fashion Design Evaluation Rubric

Research/Scholarship/ Creative Activity				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Publication of book by a university press or peer-reviewed press	Contribution of a catalogue entry or entries in a university press or peer-reviewed press	Contribution of a catalogue essay in a press with limited reach	No evidence of publication, or scholarly collaboration	No publications
Editor of anthology (book) published by a university press or peer-reviewed press.	Book review in a peer reviewed academic journal	Essay in journal with limited regional reach	Essay in journal with no reach beyond the DMV	Participation in projects that cannot produce career momentum.
Publication of a scholarly article in a peer reviewed academic journal that is nationally or internationally recognized.	Publication of a scholarly article in a peer reviewed academic journal that is regionally recognized	Publication of a scholarly article in a peer reviewed journal that is locally recognized	No evidence of scholarly publication in a peer reviewed academic journal.	No publications.
Author of a scholarly essay in an anthology published by a	Research for proposed scholarly	Evidence of invitation to author a	No evidence of scholarly essays.	No publications.

university press or peer-reviewed press.	article published to be published in a university or peer-reviewed press	scholarly essay in an anthology published by a university press or peer-reviewed press.		
Recipient of a prestigious competitive external grant from national sponsor such as the Fulbright, AAR, Andrew Mellon, etc.	Recipient and/or holder of major (competitive) regional grant or competitive external grant	Recipient and/or holder of (competitive) internal grant or competitive external grant	No evidence of progress on internal or external grants	No evidence of participation in any scholarly grants.
Juried creative project selected for presentation that is nationally or internationally recognized.	Juried creative project selected for presentation that is regionally recognized.	Juried creative project selected for presentation that is locally recognized.	No evidence of juried participation at any significant venue	No evidence of any juried participation
Principal or co-principal on a research project; generating external funding and/or other resources to support students and student activities including fashion shows, senior show, and other public displays of student work.	Principal or co-principal on a research project; generating internal funding and/or other resources to support students and student activities including fashion shows, senior show, and other public	Principal or co-principal on a research project; generating project-based funding and/or other resources to support students and student activities including fashion shows, senior show, and other public displays of student work.	No evidence of proposals to support funding to support student activities	No evidence of any student support funding proposals

	displays of student work.			
Original creative projects for national or international juried competitions or publication, student success in discipline-related competitions.	Original creative projects for regional juried competitions or publication, student success in discipline-related competitions.	Original creative projects for local juried competitions or publication, student success in discipline-related competitions.	No evidence of original creative projects for juried competitions at any significant venues	No evidence of any original creative projects for juried competitions
Refereed presentations: presentations at discipline-related professional meetings at national and international; professional meetings and workshops at which research is the primary focus.	Refereed presentations: presentations at discipline-related professional meetings at regional professional meetings and workshops at which research is the primary focus.	Refereed presentations: presentations at discipline-related professional meetings at local; professional meetings and workshops at which research is the primary focus.	No evidence of referred presentations at any significant venues	No evidence of any presentations at professional meetings
Collaboration on journal publications and/or creative projects for national and international juried competitions.	Collaboration on journal publications and/or creative projects for regional juried competitions.	Collaboration on journal publications and/or creative projects for local juried competitions.	No evidence of collaboration on journal publications or creative projects of any significance	No evidence of any collaboration on journal publications or creative projects
Participation in esteemed national or	Participation in one or more	Participation in at least two	No evidence of group	No evidence of any group

internationally recognized group exhibition	esteemed national group exhibitions	group exhibitions in regional or local venues	exhibitions of any significance.	exhibitions.
Completed a major design project for a prestigious international or national level client (fashion design of high esteem, etc.)	Completed one or more design projects for a prestigious regional level client (fashion design of significant esteem, etc.)	Completion a design project of a local client, public regional, or local commission	No evidence of design projects of any significance.	Participation in projects that cannot produce career momentum.
Recipient of prestigious, competitive external grant such as Joan Mitchell Foundation, Guggenheim fellowship, Fulbright, AAR etc.	Recipient and/or holder of major (competitive) regional grant or competitive external grant	Recipient and/or holder of (competitive) internal grant or competitive external gran	No evidence of progress on internal or external grants	No evidence of any grantsmanship
Recipient of international or national recognition (award)	Recipient of regional/state recognition (award)	Recipient of community/local recognition (award)	No evidence of awards or recognition at any level	No evidence of any recognition
Entry into significant international or national public/private collections	Entry into local or regional collections	Entry into local or community collections	No evidence of any entry into any significant collections	No evidence of entry into any collections.
Inclusion of artwork in a major publication by a university or nationally or internationally recognized press	Inclusion of artwork in a major publication by a university or regionally	Inclusion of artwork in a major publication by a locally recognized press	No evidence of inclusion of artwork in any significant press	No evidence of inclusion of artwork in any press

	recognized press			
Publication of book (authored by the artist) by a national or internationally university press or peer-reviewed press.	Publication of book (authored by the artist) by a regional press or peer-reviewed press.	Publication of book (authored by the artist) by local press or peer-reviewed press.	No evidence of publication authored by the artist by any significant press	No evidence of any authored publication
Publication of design work of high esteem in a major international or internationally recognized publication by a professional press or journal	Publication of design work of high esteem in a major regionally recognized publication by a professional press or journal	Publication of design work of high esteem in a major locally recognized publication by a professional press or journal	No evidence of publication of design work in any significant publication	No evidence of any publication of design work
Invited lecturer at a nationally recognized institution and/or professional venue (such as museums and universities)	Talk given at a regional venue including a conference, symposium, lecture series, or art museums	Talk given at a local venue including a conference, symposium, lecture series, or art museums	No evidence of lecturers at any significant venue	No evidence of any lecturers

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation	Solid course evaluation numbers,	Unusually low numbers should be weighed	Evidence of documentable and	Faculty member has shown consistent pattern

numbers in both graduate seminars and undergraduate level courses	consistent with class size and level	against circumstances (e.g., new course, mandatory course, previous course evaluation numbers)	unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	of unresponsiveness to students: missed office hours; failed to respond to email queries
Curricular innovation: new courses, substantial and demonstrable overhaul of established courses, cross-disciplinary collaboration, innovative use of new technologies	Consistent demonstration of syllabi and course curricular improvement and updates	Limited evidence of course updates and curricular improvements	Low evidence of new curriculum, no innovative cross-disciplinary collaboration	Inadequately supervised students enrolled for independent studies or theses.
Supervision of MFA or Ph.D. graduate students	Consistent involvement with graduate students	Modest involvement with graduate students.	Little graduate supervision	Extremely low course evaluation numbers for courses
Outstanding advising and student supervision	Participation in advising activities for undergraduate and graduate students.	Limited advising activities	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to

			show up for student critiques or defenses or inadequate supervision of individual instruction students.	respond to email queries
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Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank	Default on service assignments without clear cause	No service at any level within the department or in the profession or community
Extensive mentoring of students in production of shows (fashion and design) that raise community awareness of Fashion program	Successful mentoring of students in production of shows (fashion and design) that raise community awareness of MFD programs	Limited mentoring of students in production of shows (fashion and design) that raise community awareness of MFD programs	Little or no mentoring of students in production of shows (fashion and design) that raise community awareness of MFD programs	No mentoring.
Service at	Service on more	Inconsistent	Little or no	No service at

several levels and on multiple committees, not excluding the Department, College, and University.	than one committee or duty	participation in assigned committees.	acceptance of service responsibility at any level, following pattern of previous years.	any level.
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Studio and Design Evaluation Rubric

Research/Scholarship/ Creative Activity				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Publication of book by a university press or peer-reviewed press	Contribution of a catalogue entry or entries in a university press or peer-reviewed press	Contribution of a catalogue essay in a press with limited reach	No evidence of publication, or scholarly collaboration	No publications
Editor of anthology (book) published by a university press or peer-reviewed press.	Book review in a peer reviewed academic journal	Essay in journal with limited regional reach	Essay in journal with no reach beyond the DMV	Participation in projects that cannot produce career momentum.
Publication of a scholarly article in a peer reviewed academic journal that is nationally or internationally recognized.	Publication of a scholarly article in a peer reviewed academic journal that is regionally	Publication of a scholarly article in a peer reviewed journal that is locally recognized	No evidence of scholarly publication in a peer reviewed academic journal.	No publications.

	recognized			
Author of a scholarly essay in an anthology published by a university press or peer-reviewed press.	Research for proposed scholarly article published to be published in a university or peer-reviewed press	Evidence of invitation to author a scholarly essay in an anthology published by a university press or peer-reviewed press.	No evidence of scholarly essays.	No publications.
Recipient of a prestigious competitive external grant from national sponsor such as the Fulbright, AAR, Andrew Mellon, etc.	Recipient and/or holder of major (competitive) regional grant or competitive external grant	Recipient and/or holder of (competitive) internal grant or competitive external grant	No evidence of progress on internal or external grants	No evidence of participation in any scholarly grants.
Juried creative project selected for presentation that is nationally or internationally recognized.	Juried creative project selected for presentation that is regionally recognized	Juried creative project selected for presentation that is locally recognized.	No evidence of juried participation at any significant venue	No evidence of any juried participation
Principal or co-principal on a research project; generating external funding and/or other resources to support students and student activities including student shows, senior show, and other public displays of student work.	Principal or co-principal on a research project; generating internal funding and/or other resources to support students and student activities	Principal or co-principal on a research project; generating project-based funding and/or other resources to support students and student activities including student shows, senior show, and	No evidence of proposals to support funding to support student activities	No evidence of any student support funding proposals

	including student shows, senior show, and other public displays of student work.	other public displays of student work.		
Original creative projects for national or international juried competitions or publication, student success in discipline-related competitions.	Original creative projects for regional juried competitions or publication, student success in discipline-related competitions.	Original creative projects for local juried competitions or publication, student success in discipline-related competitions.	No evidence of original creative projects for juried competitions at any significant venues	No evidence of any original creative projects for juried competitions
Refereed presentations: presentations at discipline-related professional meetings at national and international; professional meetings and workshops at which research is the primary focus.	Refereed presentations: presentations at discipline-related professional meetings at regional professional meetings and workshops at which research is the primary focus.	Refereed presentations: presentations at discipline-related professional meetings at local; professional meetings and workshops at which research is the primary focus.	No evidence of referred presentations at any significant venues	No evidence of any presentations at professional meetings
Collaboration on journal publications and/or creative projects for national and international juried competitions.	Collaboration on journal publications and/or creative projects for regional juried	Collaboration on journal publications and/or creative projects for local juried competitions.	No evidence of collaboration on journal publications or creative projects of	No evidence of any collaboration on journal publications or creative projects

	competitions.		any significance	
Participation in esteemed national or internationally recognized group exhibition	Participation in one or more esteemed national group exhibitions	Participation in at least two group exhibitions in regional or local venues	No evidence of group exhibitions of any significance.	No evidence of any group exhibitions.
Completed a major design or studio art project for a prestigious international or national level client of high esteem, etc.	Completed one or more design or studio art projects for a prestigious regional level client (fashion design of significant esteem, etc.)	Completion a design or studio art project of a local client, public regional, or local commission	No evidence of design projects of any significance.	Participation in projects that cannot produce career momentum.
Recipient of prestigious, competitive external grant such as Joan Mitchell Foundation, Guggenheim fellowship, Fulbright, AAR etc.	Recipient and/or holder of major (competitive) regional grant or competitive external grant	Recipient and/or holder of (competitive) internal grant or competitive external grant	No evidence of progress on internal or external grants	No evidence of any grantsmanship
Recipient of international or national recognition (award)	Recipient of regional/state recognition (award)	Recipient of community/local recognition (award)	No evidence of awards or recognition at any level	No evidence of any recognition
Entry into significant international or national	Entry into local or	Entry into local or community	No evidence of any entry	No evidence of entry into

public/private collections	regional collections	collections	into any significant collections	any collections.
Inclusion of artwork in a major publication by a university or nationally or internationally recognized press	Inclusion of artwork in a major publication by a university or regionally recognized press	Inclusion of artwork in a major publication by a locally recognized press	No evidence of inclusion of artwork in any significant press	No evidence of inclusion of artwork in any press
Publication of book (authored by the artist) by a national or internationally university press or peer-reviewed press.	Publication of book (authored by the artist) by a regional press or peer-reviewed press.	Publication of book (authored by the artist) by local press or peer-reviewed press.	No evidence of publication authored by the artist by any significant press	No evidence of any authored publication
Publication of design or studio work of high esteem in a major international or internationally recognized publication by a professional press or journal	Publication of design or studio work of high esteem in a major regionally recognized publication by a professional press or journal	Publication of design or studio work of high esteem in a major locally recognized publication by a professional press or journal	No evidence of publication of design or studio artwork in any significant publication	No evidence of any publication of design or studio artwork
Invited lecturer at a nationally recognized institution and/or professional venue (such as museums and universities)	Talk given at a regional venue including a conference, symposium, lecture series, or art	Talk given at a local venue including a conference, symposium, lecture series, or art museums	No evidence of lecturers at any significant venue	No evidence of any lecturers

	museums			
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Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers in both graduate seminars and undergraduate level courses	Solid course evaluation numbers, consistent with class size and level	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers)	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to respond to email queries
Curricular innovation: new courses, substantial and demonstrable overhaul of established courses, cross-disciplinary collaboration, innovative use of new technologies	Consistent demonstration of syllabi and course curricular improvement and updates	Limited evidence of course updates and curricular improvements	Low evidence of new curriculum, no innovative cross-disciplinary collaboration	Inadequately supervised students enrolled for independent studies or theses.
Supervision of	Consistent	Modest	Little graduate	Extremely low

MFA or Ph.D. graduate students	involvement with graduate students	involvement with graduate students.	supervision	course evaluation numbers for courses
Outstanding advising and student supervision	Participation in advising activities for undergraduate and graduate students.	Limited advising activities	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to respond to email queries

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank	Default on service assignments without clear cause	No service at any level within the department or in the profession or community

Extensive mentoring of students in production of shows (fashion and design) that raise community awareness of Fashion program	Successful mentoring of students in production of shows (fashion and design) that raise community awareness of MFD programs	Limited mentoring of students in production of shows (fashion and design) that raise community awareness of MFD programs	Little or no mentoring of students in production of shows (fashion and design) that raise community awareness of MFD programs	No mentoring.
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	No service at any level.

APPENDIX A2: Criteria for Tenure and Promotion Guidelines in the Department of Music



Mission

The Department of Music attracts diverse students of high artistic and academic potential, providing for them a scholarly environment and musical experience of exceptional quality in performance, research, pedagogy, technology, therapy, and composition. The department places particular emphasis on providing educational and cultural opportunities for individuals of the global community, with focus given to the musical contributions of the African Diaspora

Department of Music Evaluation Standards

The Department of Music in the Chadwick A. Boseman College of Fine Arts expects faculty at all ranks to be the most highly qualified professionals available. The evaluation standards and criteria are developed to promote an environment where research and creative activity brings national, regional, and international recognition to the department, college, and University. Annual review and promotion/tenure decisions should reflect faculty who have demonstrated meritorious achievements in the areas of teaching, research/scholarship/creative activity, and service. In addition to meritorious accomplishments, the successful applicant demonstrates a high potential for continued excellence in their discipline. The Department of Music recognizes that because annual review and tenure and promotion are directly related, the same criteria will be applied to both tenure and promotion and annual review.

Teaching and Instruction:

Effective teaching is an important requisite for annual evaluations and for tenure and promotion evaluations. Excellent evaluations in research, scholarly, and creative activities are insufficient for promotion or tenure without effective teaching ratings. Teaching that meets or exceeds expectations and assessed by multiple indicators, including student course evaluations, peer observation of teaching, and demonstrated in pedagogical preparations.

Teaching shall include but not be limited to:

- Classroom, studio, and laboratory instruction.
- Development of new courses and teaching methods.
- Publication of instructional materials and manuals.
- Supervision of undergraduate and graduate students
- Advising and mentoring students.
- Internal/external competitive funding for instructional development and/or equipment.

Research/Scholarship/Creative Activities

Tenure-track faculty should be continuously engaged in scholarship/research or creative work by the time they apply for tenure or promotion. Associate professors applying for promotion to full professor must be able to demonstrate a sustained research program and a significant body of publications or original creative works that have had an impact of the field in addition to the work they presented for the prior promotion to associate professor. Excellence in research and creative activity is defined by the quantity, quality, and substantial impact of the publications and/or original work, as judged by internal and external peer review. External peer review is an independent review by nationally and/or internationally recognized experts in the candidate's field and at the same or higher rank.

Research/scholarship/creative activities are characterized by the creation and dissemination of new knowledge and original creative works and activities, but not limited to:

- Peer-reviewed publications of the faculty member's research in nationally recognized journals and press.
- Visual or other artistic contributions in international, national, state, and regional exhibitions.
- Presentations in international, national, state, and regional venues.
- Development of intellectual property.
- Competitive, external research funding.

Service

Tenure-track faculty should demonstrate a willingness to actively contribute to department, college, and University service. The quality and impact of one's service will be acknowledged and considered more heavily than the quantity of service commitments. Faculty seeking promotion to associate professor should demonstrate significant service engagements beyond the assistant professor level,

including university-wide committee work and leadership roles within and outside the University.

Service activities shall include, but are not limited to:

- Service to students, colleagues, the department, college, and University.
- Administrative and committee assignments in the departmental, college, and University.
- Professional service, such as leadership roles in national associations and organizations.
- Professionally-related service to the community, state, nation, and international communities.

Workload

The Department of Music follows the University Workload Policy when assigning faculty workload. The Department also acknowledges that studio courses are the equivalent of 3 credit hours. The Department also recognizes that faculty workload can include supervision of student interns, thesis supervision, large class formats, and administrative duties, i.e., program coordinators. The workload assignments, therefore, can vary but the normal percentage for tenured faculty not carrying an extensive research assignment could be 40% teaching, 40% research, and 20% service.

Annual Evaluation

Annual evaluation is the process for conducting evaluations of the work and professional accomplishments of faculty at all ranks. The results of annual evaluations can be used for reappointments and merit-based salary adjustments.

All faculty members will prepare an Annual Faculty Report detailing their achievements. The document includes their accomplishments during the academic year. In addition, faculty members are encouraged to include their self-reflections in the report that defines their teaching, research/scholarship/creative activity, and service. It is the responsibility of the faculty member to complete and submit materials including student evaluations in the Faculty Success portal. Annual review documents include, but are not limited to:

- Current CV
- Summary narrative of teaching achievements
- Tabular summary of teaching
- Summary narrative of research/scholarship/creative activities
- Tabular summary of research/scholarship/creative activities

- Summary of service
- Tabular summary of service

The criterion for annual evaluations is the same criteria for tenure and promotion. Ratings of 5 “outstanding”; 4 “very good”; and 3 “satisfactory” indicate adequate levels of performance and require no special action or sanction. Ratings of 2 “less than satisfactory” and 1 “unsatisfactory” require corrective action. The faculty member can accept the evaluation by signing the evaluation forms or the faculty member can submit a rebuttal. Rebuttals must be in writing and submitted to the department chair within 7 business days.

Peer Observation of Teaching

Faculty members on annual appointments, career status, and tenure-track positions should have annual peer observations of their teaching. Peer evaluations of teaching will consist of a written report by one or two tenured colleagues chosen by the departmental APT Committee. Evaluations should address the overall teaching effectiveness and the organization of the observed instruction. These reports should include constructive comments and clearly identify any concerns of the reviewer. The department chair will inform all parties of peer observation well in advance of the deadlines so that reviewers can arrange classroom visits with mutually agreeable times. The second visit can be unannounced. After the evaluation is submitted to the department chair, the faculty member under review will be given an opportunity to submit a statement within one week addressing any item in the report they feel is inaccurate or needs clarification.

General Guidelines and Criteria for Faculty Evaluation and Promotion and Tenure

Annual evaluations, tenure-promotion (to associate professor), and promotion (to full professor) are part of the review process and conducted by tenured faculty members. It is the responsibility of the tenured faculty members to evaluate and vote on every candidate for tenure and promotion. This evaluation is submitted to the department chair. The college-wide APT committee evaluates and votes on the candidate’s portfolio and submits their evaluation to the dean. The dean’s evaluation, along with the candidate’s file, is forwarded to the Office of the Provost for evaluation.

General Expectations for all evaluations, annual review, and tenure and promotion

All recommendations for annual evaluations of non-tenure-track faculty primarily will cover the candidate’s teaching. Faculty who are progressing towards promotion and tenure will be evaluated on their record in teaching, research/scholarship/creative activity, and service.

Teaching:

Faculty members should demonstrate an enthusiasm for teaching, the ability to challenge and inspire students to achieve their highest level possible, and to have a genuine interest in student success as

demonstrated in advising, mentoring, and creating professional and academic opportunities for students.

Research/Scholarship/Creative Activity:

Research/scholarship/creative activity for faculty in the Department of Music can include a variety of activities depending upon the field of specialization and the interests of the faculty member. All faculty members are expected to pursue research and creative activities appropriate to their field of specialization and to achieve national and/or international recognition among their peers in one or more fields of activity.

Service:

Faculty members expected to render appropriate service at various points of their career to the department, college, the University, the profession, and the community at large.

Criteria and Guidelines for Tenure and Promotion and Annual Review

The principles that guide the two major stages of faculty advancement, tenure, and promotion to associate professor and promotion to full professor, should be a continuous progress in the academic and professional reputation of the candidate. Faculty members under review are not expected to engage in all activities listed in the evaluation categories, but the quality of the contributions should be of greater importance than the quantity. For example, the prestige or scope of the publication or art exhibition should be important factors in determining the significance of the research and creative activity.

External Reviewers

The external review process in tenure and promotion evaluations primarily evaluate the professional research and creative activity of the candidate. Four reviewers who are external to the university, experts in the candidate's discipline, and affiliated with comparable research universities or similar institutions conduct the evaluation. The selection of external reviewers should follow the procedures and guidelines outlined in the *Faculty Handbook* (D2.5)

Department of Music -Specific Examples for Promotion and Tenure Evaluation

Performance Faculty

A. For promotion/tenure to Associate Professor:

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative work, the candidate should

demonstrate a body of work of outstanding professional achievement. This will be demonstrated by the significance of their performances based on the location, nature of the audience, quality, quantity, and critical review. Such public performances might include recital appearances as a soloist or a member of a chamber ensemble, guest solo appearance and/or participation in professional ensembles. Recordings intended for public distribution including but not limited to published compact discs, artistic or pedagogical DVD publications, and other publications in electronic media of consequence.

In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, lecturing on their work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer. Artist residencies, fellowships, awards, grants, and selection of the candidate's work for public art/community-based projects may provide further evidence of achievement. Published writing, such as reviews of other artist's work or exhibition catalogues may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. They should participate in the graduate programs of the Department by overseeing directed research and serving on MM review committees. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BM and MM programs.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, College, University, and profession. This may come in the form of individual or committee work or community service. Music requires the development and maintenance of studios, ensembles, and classrooms with equipment to support music majors. Active involvement in recruiting activities, including participation in audition days, and mentoring student groups. Professional service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as program coordinator or graduate chair); and working in the community within the candidate's area of expertise. Some of these activities overlap with the

“Research/Scholarship/Creative Activity” category. Invitations to lecture at other institutions are also considered service to the field.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of considerable prominence in the field. This will normally occur after with establishment of a nationally and internationally notable performance record at significant and prominent venues. The candidate’s national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to associate professor, the candidate for full professor will provide evidence of sustained efforts within the undergraduate and graduate programs of the department, including continued membership on MM review committees. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to associate professor, the candidate for full professor should have developed a leadership role within the department, college, and University within significant committees and provided leadership to professional organizations and service to the community.

Conductors

A. For promotion/tenure to Associate Professor:

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative work, the candidate should demonstrate a body of work of outstanding professional achievement. This will be demonstrated by the significance of their performances with university student groups that exhibit exceptional activity, guest conducting appearances, preparation of performances or papers for professional societies, scholarly publications such as articles, editions, and arrangements, and recordings intended for public distribution including but not limited to published compact discs, artistic or pedagogical DVD publications, and other publications in electronic media of consequence.

In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, lecturing on their work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer. Artist residencies, fellowships, awards, grants, and selection of the candidate's work for public art/community-based projects may provide further evidence of achievement. Published writing, such as reviews of other artist's work or exhibition catalogues may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. They should participate in the graduate programs of the Department by overseeing directed research and serving on MM review committees. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BM and MM programs.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, College, University, and profession. This may come in the form of individual or committee work or community service. Music requires the development and maintenance of studios, ensembles, and classrooms with equipment to support music majors. Active involvement in recruiting activities, including participation in audition days, and mentoring student groups. Professional service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as program coordinator or graduate chair); and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research/Scholarship/Creative Activity" category. Invitations to lecture at other institutions are also considered service to the field.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor

should provide clear evidence of considerable prominence in the field. This will normally occur after with establishment of a nationally and internationally notable conducting performances at significant and prominent venues. The candidate's national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to associate professor, the candidate for full professor will provide evidence of sustained efforts within the undergraduate and graduate programs of the department, including continued membership on MM review committees. The candidate is further expected to have engaged in certain activities such as mentor to junior faculty, development of teaching programs and curriculum for the department and developed cross-departmental professional projects and may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to associate professor, the candidate for full professor should have developed a leadership role within the department, college, and University within significant committees and provided leadership to professional organizations and service to the community.

Theory and Composition

C. For promotion/tenure to Associate Professor:

1. Research/Scholarship/Creative Activity

To achieve an "outstanding" evaluation for research/scholarship/creative work, the candidate should demonstrate a body of work of outstanding professional achievement. This will be demonstrated by the significance of their commissions, performances, or publication of musical compositions or arrangements. Publications can take the form of scores, musical manuscripts, books, articles, reviews, chapters in books, monographs, or substantial electronic media.

In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, lecturing on their work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer. Artist residencies, fellowships, awards, grants, and selection of the candidate's work for public art/community-based projects may provide further evidence of achievement. Published writing, such as reviews of other artist's work may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on regional and national levels, and the candidate should show that his or her work does or will have impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. They should participate in the graduate programs of the Department by overseeing directed research and serving on MM review committees. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BM and MM programs.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, College, University, and profession. This may come in the form of individual or committee work or community service. Music requires the development and maintenance of studios, ensembles, and classrooms with equipment to support music majors. Active involvement in recruiting activities, including participation in audition days, and mentoring student groups. Professional service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (as program coordinator or graduate chair); and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research/Scholarship/Creative Activity" category. Invitations to lecture at other institutions are also considered service to the field.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of considerable prominence in the field. This will normally occur with establishment of nationally and internationally notable commissions, performances at significant and prominent venues, and publications. The candidate's national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to associate professor, the candidate for full professor will provide evidence of sustained efforts within the undergraduate and graduate programs of the department, including continued membership on MM review committees. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the

department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to associate professor, the candidate for full professor should have developed a leadership role within the department, college, and University within significant committees and provided leadership to professional organizations and service to the community.

Musicologists, Music Education and Music Therapy

A. For promotion/tenure to Associate Professor:

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative work, the candidate should demonstrate a body of work of outstanding professional achievement. This will be demonstrated by the significance of their publications as author, co-author, editor, or translator of books, chapters in books, articles, reviews, monographs, scholarly editions, or substantial electronic media.

In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting lecturer or seminar leader on other campuses, lecturing on their work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer. Artist residencies, fellowships, awards, and grants may provide further evidence of achievement. Published writing, such as reviews of other artist’s work or exhibition catalogues may also be considered as evidence of accomplishment in that the candidate is contributing to the critical discourse in their field. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. They should participate in the graduate programs of the Department by overseeing directed research and serving on MM review committees. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses. The candidate should actively participate in the curricular developments of the BM and MM programs.

3. Service

To achieve an “outstanding” evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the Department, College, University, and profession. This may come in the form of individual or committee work or community service. Active involvement in recruiting activities, including participation in audition days, and mentoring student groups. Professional service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; organizing lectures; advising students (as program coordinator or graduate chair); and working in the community within the candidate's area of expertise. Some of these activities overlap with the “Research/Scholarship/Creative Activity” category. Invitations to lecture at other institutions are also considered service to the field.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of considerable prominence in the field. This will normally occur after significant publications and notable scholarly works. The candidate’s national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to associate professor, the candidate for full professor will provide evidence of sustained efforts within the undergraduate and graduate programs of the department, including continued membership on MM review committees. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to associate professor, the candidate for full professor should have developed a leadership role within the department, college, and University within significant committees and provided leadership to professional organizations and service to the community.

Rubrics

Performance/Conducting Evaluation Rubric

Research/Scholarship/ Creative				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Soloist, chamber player, or conductor invited to perform at an international or national music venue or with a national ensemble.	Soloist, chamber player, or conductor invited to perform at a regional or state music venue or with a regional ensemble.	Solo or conducting engagement with community ensemble or organization.	Limited or minimal evidence	Minimal or no evidence submitted
Headline an international or national full recital performance.	Headline a regional or local full recital performance.	Section player/ chorus member in a regional ensemble		
Featured performer, chamber player, or conductor at an international or national conference.	Featured performer, chamber player, or conductor at a regional or state conference.	Featured in a local performance		
Touring performer, chamber player, or conductor with an international or national organization	Performer, chamber player, or conductor at a regional performance of an	Performer, chamber player, or conductor at a local performance		

	international or national touring organization			
Projects co-created with a national or international organization with the highest impact that circulates new knowledge to the public. Types of projects can be of a diverse nature, and may include presentations, masterclasses, recordings, performances, or lectures, which use traditional or innovative forms of public engagement.	Individual projects with high impact or those co-created with a regional organization that circulate new knowledge to the public. Types of projects can be of a diverse nature, and may include presentations, masterclasses, recordings, performances, or lectures, which use traditional or innovative forms of public engagement.	Individual projects with sizable impact that create and circulate new knowledge to the public. Types of projects can be of a diverse nature, and may include presentations, masterclasses, recordings, performances, or lectures, which use traditional or innovative forms of public engagement.		
Recipient of a prestigious competitive external grant.				
Organizing and/or chairing a conference session at a national conference				
Invited lecturer at a nationally recognized				

institution and/or professional venue (such as museums and universities)				
Organizing and/or chairing a national conference or lecture series				
Paper or Talk given at a prestigious internationally recognized academic conference, symposium, or lecture series in a national or international venue				

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers in both graduate seminars and undergraduate level courses	Solid course evaluation numbers, consistent with class size and level	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers)	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to respond to email queries
Curricular innovation: new courses, substantial and demonstrable	Participation in advising activities for undergraduate and graduate	Limited advising activities	Low or irregular course evaluation numbers that cannot be	Inadequately supervised students enrolled for independent studies or theses.

overhaul of established courses, cross-disciplinary collaboration, innovative use of new technologies	students.		satisfactorily explained and follow a pattern from previous years.	
Demonstrated pattern of student accomplishment and growth as evidenced through applied music jury assessment and student performances (recital, solo concert, ensemble performances)				
Supervision of MM graduate students		Modest course evaluations	Little student graduate supervision	Extremely low course evaluation numbers for courses
Independent study students				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in	Consistent pattern of	Limited amount of service	Default on service	No service at any level within

service at all levels consistent with rank at national and/or state level and service to the profession.	willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	relative to rank	assignments without clear cause	the department or in the profession or community
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	

Music Theory and Composition Evaluation Rubric

Research/Scholarship/ Creative				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Commissioned composition or arrangement by an ensemble, artist, or professional organization of international or national importance.	The composition or arrangement of a work of extended scope	Commissioned composition or arrangement by an ensemble or professional organization of local importance	Limited or minimal evidence	Minimal or no evidence submitted
Performance or	Commissioned	Performance	Limited or	

broadcast of a composition or arrangement by an ensemble or professional organization of international or national importance.	composition or arrangement by an ensemble or professional organization of regional importance	or broadcast of a composition or arrangement by an ensemble or professional organization of local importance	minimal evidence	
Publication or recording of a composition or arrangement by an ensemble or professional organization of international or national importance.	Performance or broadcast of a composition or arrangement by an ensemble or professional organization of regional importance	Performance or broadcast of a composition or arrangement by an ensemble or professional organization of local importance	Limited or minimal evidence	
Recipient of a prestigious competitive external grant.			Limited or minimal evidence	
Organizing and/or chairing a conference session at a national conference				
Invited lecturer at a nationally recognized institution and/or professional venue (such as museums and universities)				
Organizing and/or chairing a national conference or lecture series				

Paper or Talk given at a prestigious internationally recognized academic conference, symposium, or lecture series in a national or international venue				
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Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers in both graduate seminars and undergraduate level courses	Solid course evaluation numbers, consistent with class size and level	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers)	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to respond to email queries
Curricular innovation: new courses, substantial and demonstrable overhaul of established	Participation in advising activities for undergraduate and graduate students.	Limited advising activities	Low or irregular course evaluation numbers that cannot be satisfactorily explained and	Inadequately supervised students enrolled for independent studies or theses.

courses, cross-disciplinary collaboration, innovative use of new technologies			follow a pattern from previous years.	
Demonstrated pattern of student accomplishment and growth as evidenced through applied music jury assessment and student performances (recital, solo concert, ensemble performances)				
Supervision of MM graduate students		Modest course evaluations	Little student graduate supervision	Extremely low course evaluation numbers for courses
Independent study students				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and	Consistent pattern of willingness to take on responsibility (keeping in mind that	Limited amount of service relative to rank	Default on service assignments without clear cause	No service at any level within the department or in the profession or community

service to the profession.	quality and the level of impact of service outweighs quantity).			
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	

Musicologists, Music Education, and Music Therapy Evaluation Rubric

Research/Scholarship / Creative				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Refereed monograph	Non-refereed monograph	Non refereed review of a book, media, or concert	Limited or minimal evidence	
Refereed chapter	Non-refereed chapter	Program notes		
Refereed article	Non-refereed article	Liner notes		
Refereed method/textbook	Non-refereed method/textbook			

Editor of scholarly journal/monograph	Member of editorial board of Journal/monograph	Refereed book, media, or concert review		
Invited presenter, session chair, clinician (including masterclasses), guest faculty, director, or adjudicator at an international or national event, conference, or organization.	Invited presenter, session chair, clinician (including masterclasses), guest faculty, director, or adjudicator at a regional event, conference, or organization.	Invited presenter, session chair, clinician (including masterclasses), guest faculty, director, or adjudicator at a local event, conference, or organization.		
Presentation of a peer-reviewed paper, poster, lecture-recital, workshop at an international or national event, conference, or organization.	Presentation of a peer-reviewed paper, poster, lecture-recital, workshop at a regional/multi-state event or conference	Presentation of a peer-reviewed paper, poster lecture-recital, workshop at a local event or conference		
Recipient of a prestigious competitive external grant.	Recipient of a prestigious competitive internal grant	Applied for grants		Did not apply for any grants
Organizing and/or chairing a conference session at a national conference	Organizing and/or chairing a regional conference	Organizing and/or chairing a local conference		
Invited lecturer at a nationally recognized institution and/or	Invited lecturer at a regional institution and/or professional	Invited speaker at a local venue		

professional venue.	venue	such as a community group and religious organization		
Paper or Talk given at a prestigious internationally recognized academic conference, symposium, or lecture series in a national or international venue	Paper or Talk given at a prestigious nationally recognized academic conference, symposium, or lecture series in a national venue	Paper or Talk given at a prestigious regional academic conference, symposium, or lecture series in regional venue		

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers in both graduate seminars and undergraduate level courses	Solid course evaluation numbers, consistent with class size and level	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers)	Evidence of documentable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction students.	Faculty member has shown consistent pattern of unresponsiveness to students: missed office hours; failed to respond to email queries
Curricular innovation: new courses,	Participation in advising activities for	Limited advising activities	Low or irregular course evaluation	Inadequately supervised students enrolled

substantial and demonstrable overhaul of established courses, cross-disciplinary collaboration, innovative use of new technologies	undergraduate and graduate students.		numbers that cannot be satisfactorily explained and follow a pattern from previous years.	for independent studies or theses.
Demonstrated pattern of high student accomplishment and growth as evidenced through student performances (recital, solo concert, ensemble performances, practicum evaluations)	Demonstrated pattern of satisfactory student accomplishment and growth as evidenced through student performances (recital, solo concert, ensemble performances, practicum evaluations)	Demonstrated pattern of satisfactory student accomplishment and growth as evidenced through student performances (recital, solo concert, ensemble performances, practicum evaluations)		
Supervision of MM graduate students/ Supervision of music therapy internship students	Significant internship student evaluations	Modest course evaluations/ Moderate internship student evaluations	Little student graduate supervision // Low internship student evaluations	Extremely low course evaluation numbers for courses/ Extremely low internship student evaluations
Independent study students				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank	Default on service assignments without clear cause	No service at any level within the department or in the profession or community
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	

APPENDIX A3: Criteria for Tenure and Promotion Guidelines in the Department of Theatre Arts



Mission

Howard University's Department of Theatre Arts is dedicated to the continued growth and development of the African diasporic experience through the study and practice of theatre arts. Employing research, experimentation, performance, and the education of emerging professionals, we nurture holistic, multi-hyphenate, collaborative, interdisciplinary dramatic arts creatives prepared to pioneer and lead aesthetic/cultural activism on the national and global stage.

Department of Theatre Arts Evaluation Standards

The Department of Theatre Arts in the Chadwick A. Boseman College of Fine Arts expects faculty at all ranks to be the most highly qualified professionals available. The evaluation standards and criteria are developed to promote an environment where research and creative activity brings national, regional, and international recognition to the department, college, and University. Annual review and promotion/tenure decisions should reflect faculty who have demonstrated meritorious achievements in the areas of teaching, research/scholarship/creative activity, and service. In addition to meritorious accomplishments, the successful applicant demonstrates a high potential for continued excellence in their discipline. The Department of Theatre Arts recognizes that because annual review and tenure and promotion are directly related, the same criteria will be applied to both tenure and promotion and annual review.

Teaching and Instruction:

Effective teaching is an important requisite for annual evaluations and for tenure and promotion evaluations. Excellent evaluations in research, scholarly, and creative activities are insufficient for promotion or tenure without effective teaching ratings. Teaching that meets or exceeds expectations and assessed by multiple indicators, including student course evaluations, peer observation of

teaching, and demonstrated in pedagogical preparations.

Teaching shall include but not be limited to:

- Classroom, studio, and laboratory instruction.
- Development of new courses and teaching methods.
- Master classes and workshops.
- Production activity in both rehearsal and performance.
- The incorporation of new methods, practices, and/or technologies.
- Publication of instructional materials and manuals.
- Advising and mentoring students.
- Integrating production experience with a scholarly understanding of theatre and dance as artistic forms.
- Encouraging excellence in research and creative expression in the classroom and production process.
- Providing an experiential approach to the collaborative nature of theatre and dance.
- Internal/external competitive funding for instructional development and/or equipment.

Research/Scholarship/Creative Activities

Tenure-track faculty should be continuously engaged in scholarship/research or creative work by the time they apply for tenure or promotion. Associate professors applying for promotion to full professor must be able to demonstrate a sustained research program and a significant body of publications or original creative works that have had an impact on the field beyond the work they presented prior to promotion to associate professor. This documentation could include varying forms of presentations from artistry and the craft of acting, dance, direction, choreography, the design of lighting, sound, costume, and scenery for the theatre, technical direction, musical direction, and theatre administration. Excellence in research and creative activity is defined by the quantity, quality, and substantial impact of the publications and/or original work, as judged by internal and external peer review. External peer review is an independent review by nationally and/or internationally recognized experts in the candidate's field and at the same or higher rank.

The Department recognizes that theatre requires collaboration, therefore theatre faculty are required

to collaborate and participate with other artists. This means that theatre does not occur in isolation. While faculty members are encouraged to engage in external research and creative activities beyond campus, the department acknowledges that with limited funding, the ability of faculty members to be granted extended leave for professional engagements might be unlikely. The Department also values that faculty positions often are combined specialties. This should be considered when external reviewers evaluate candidates, and each area should be commensurate with the distribution of time spent in that area. Research/scholarship/creative activities are characterized by the creation and dissemination of new knowledge and original creative works and activities, but not limited to:

- Professional engagement with international, national, regional, local theatre and production companies.
- Authorship of books, plays, or monographs.
- Original or recreation of choreography
- Peer-reviewed publications of the faculty member's research in nationally recognized journals and press.
- Visual or other artistic contributions in international, national, state, and regional exhibitions.
- Presentations in international, national, state, and regional venues.
- Investigation of educationally and theatrically relevant problems.
- Development of intellectual property.
- Competitive, external research funding.

Service

Tenure-track faculty should demonstrate a willingness to actively contribute to department, college, and University service. The quality and impact of one's service will be acknowledged and considered more heavily than the quantity of service commitments. Faculty seeking promotion to associate professor should demonstrate significant service engagements beyond the assistant professor level, including university-wide committee work and leadership roles within and outside the University.

Service activities shall include, but are not limited to:

- Service to students, colleagues, the department, college, and University.
- Administrative and committee assignments in the departmental, college, and University.

- Professional service, such as leadership roles in national associations and organizations.
- Professionally-related service to the community, state, nation, and international communities.

Workload

The Department of Theatre Arts follows the University Workload Policy when assigning faculty workload. The department also acknowledges that studio courses that meet one and a half hours of instruction are the equivalent of 3 credit hours. The department also recognizes that faculty workload can include supervision of student interns, thesis supervision, large class formats, and administrative duties, i.e., program coordinators. The workload assignments, therefore, can vary but the normal percentage for tenured faculty not carrying an extensive research assignment could be 40% teaching, 40% research, and 20% service.

Annual Evaluation

Annual evaluation is the process for conducting evaluations of the work and professional accomplishments of faculty at all ranks. The results of annual evaluations can be used for reappointments and merit-based salary adjustments.

All faculty members will prepare an Annual Faculty Report detailing their achievements. The document includes their accomplishments during the academic year. In addition, faculty members are encouraged to include their self-reflections in the report that defines their teaching, research/scholarship/creative activity, and service. It is the responsibility of the faculty member to complete and submit materials including student evaluations in the Faculty Success portal. Annual review documents include, but are not limited to:

- Current CV
- Summary narrative of teaching achievements
- Tabular summary of teaching
- Summary narrative of research/scholarship/creative activities
- Tabular summary of research/scholarship/creative activities
- Summary of service
- Tabular summary of service

The criterion for annual evaluations is the same criteria for tenure and promotion. Ratings of 5 “outstanding”; 4 “very good”; and 3 “satisfactory” indicate adequate levels of performance and

require no special action or sanction. Ratings of 2 “less than satisfactory” and 1 “unsatisfactory” require corrective action. The faculty member can accept the evaluation by signing the evaluation forms or the faculty member can submit a rebuttal. Rebuttals must be in writing and submitted to the department chair within 7 business days.

Peer Observation of Teaching

Faculty members on annual appointments, career status, and tenure-track positions should have annual peer observations of their teaching. Peer evaluations of teaching will consist of a written report by one or two tenured colleagues chosen by the department Assessment Committee. Evaluations should address the overall teaching effectiveness and the organization of the observed instruction. These reports should include constructive comments and clearly identify any concerns of the reviewer. The department chair will inform all parties of peer observation well in advance of the deadlines so that reviewers can arrange classroom visits at mutually agreeable times. The second visit can be unannounced. After the evaluation is submitted to the department chair, the faculty member under review will be given an opportunity to submit a statement within one week addressing any item in the report they feel is inaccurate or needs clarification.

Post-tenure Evaluation

While *The Faculty Handbook* notes that annual faculty evaluations can provide faculty at all ranks with feedback on their teaching performance, it also recommends post-tenure review at least every two years. Tenured faculty should maintain a high standard of performance in all areas of responsibility. If a tenured faculty member fails to meet the expectations in teaching, research, or service, the department chair will develop a plan to address the areas of concern. If the faculty member continues to maintain acceptable performance levels, the department chair, in consultation with the dean, the Human Resources Representative, and Office of General Counsel will develop a Post-Tenure Review Process.

General Guidelines and Criteria for Faculty Evaluation and Promotion and Tenure

Annual evaluations, tenure-promotion (to associate professor), and promotion (to full professor) are part of the review process and conducted by tenured faculty members. It is the responsibility of the tenured faculty members to evaluate and vote on every candidate for tenure and promotion. This evaluation is submitted to the department chair. The college-wide APT committee evaluates and votes on the candidate’s portfolio and submits their evaluation to the dean. The dean’s evaluation, along with the candidate’s file, is forwarded to the Office of the Provost for evaluation.

General Expectations for all evaluations, annual review, and promotion and tenure

All recommendations for annual evaluations of non-tenure-track faculty primarily will cover the candidate’s teaching. Faculty who are progressing towards promotion and tenure will be evaluated on their record in teaching, research/scholarship/ creative activity, and service.

Teaching:

Faculty members should demonstrate an enthusiasm for teaching, the ability to challenge and inspire students to achieve their highest level possible, and to have a genuine interest in student success as demonstrated in advising, mentoring, and creating professional and academic opportunities for students.

Research/Scholarship/Creative Activity

Research/scholarship/creative activity for faculty in the Department of Theatre Arts can include a variety of activities depending upon the field of specialization and the interests of the faculty member. All faculty members are expected to pursue research and creative activities appropriate to their field of specialization and to achieve national and/or international recognition among their peers in one or more fields of activity.

Service:

Faculty members are expected to render appropriate service at various points of their career to the department, college, the university, the profession, and the community at large.

Criteria and Guidelines for Promotion and Tenure and Annual Review

The principles that guide the two major stages of faculty advancement, tenure, and promotion to associate professor and promotion to full professor, should be a continuous progress in the academic and professional reputation of the candidate. Faculty members under review are not expected to engage in all activities listed in the evaluation categories, but the quality of the contributions should be of greater importance than the quantity. For example, the prestige, venue, or scope of the performance or publication should be important factors in determining the significance of the research and creative activity.

External Reviewers

The external review process in promotion and tenure evaluations primarily evaluate the professional research and creative activity of the candidate. Four reviewers who are external to the University, experts in the candidate's discipline, and affiliated with comparable research universities or similar institutions conduct the evaluation. The selection of external reviewers should follow the procedures and guidelines outlined in the *Faculty Handbook* (D2.5)

Department of Theatre Arts -Specific Examples for Promotion and Tenure Evaluation

Directing and Performance (Acting, Musical Theatre, Dance)

A. For promotion/tenure to Associate Professor:

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative work, the candidate should demonstrate a body of work of outstanding professional achievement. This will be demonstrated by the significance of their performances based on the venue, nature of the audience, quality, quantity, and critical review. Such public performances might include engagement with a recognized production company at a local, regional, national, or international level using professional union contracts. Authoring books, plays, or monographs are deemed impactful to the discipline.

In addition, the candidate may demonstrate accomplishment in their creative work by being a visiting artist, lecturing on their work in invited venues, presenting workshops, participating in national conferences as lecturer, session chair, or conference organizer. Artist residencies, fellowships, awards, grants, and selection of the candidate’s work for public community-based projects may provide further evidence of achievement. Documentation could also include testimonials from individuals in the private/professional section. Nominations and awards won. Transcripts or electronic recordings of audience reactions and responses. All work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have an impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual teaching reviews (FPES) and peer review will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for effective teaching. The candidate should actively participate in the curricular developments in their discipline.

3. Service

To achieve an “outstanding” evaluation for service, the candidate should demonstrate an effort to participate in the affairs of the department, college, University, and profession. This may come in the form of individual or committee work or community service. Theatre requires rehearsal and performance, supervision of productions, and the maintenance of classrooms, studios and theatres with equipment and technology to support theatre and dance students. Active involvement in recruiting activities, including participation in audition days, and mentoring student groups. Professional service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students

(especially as program coordinator); and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research/Scholarship/Creative Activity" category.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of considerable prominence in the field. This will normally occur after the establishment of a nationally and internationally notable performance record at significant and prominent venues. The candidate's national and international standing as evidenced by fellowships and awards for creative activity will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to professor, the candidate will provide evidence of sustained efforts within the undergraduate programs of the department. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to professor, the candidate should have developed a leadership role within the department, college, and University within significant committees and provided leadership to professional organizations and service to the community.

Theatre/Dance

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an "outstanding" evaluation for research, the candidate should demonstrate a body of work of professional achievement, especially undertaken beyond the MFA or dissertation. In most cases, the candidates will be expected to have a book-length manuscript in proof or published form, from a press that evaluates manuscripts by a blind peer review process, or equivalent product of scholarship, such as four or more published articles in a reputable peer-reviewed scholarly journal. The book-length manuscript, if it originated as a doctoral thesis, will show development of the topic so that the work exceeds the dissertation. In unusual cases, the candidate may substitute a significant number of nationally or internationally recognized, peer-reviewed examples of work, provided they

are of sufficient length and quality. In addition, the candidate will demonstrate independent work that goes beyond the doctoral dissertation whether it be through blind peer reviewed articles, edited books, book chapters, book reviews, catalogue essays, papers given, grants obtained, or any other evidence of a scholarly development. Participating in conferences as lecturer, responder, session chair, conference organizer, curating exhibitions and related activities can provide further evidence of scholarly achievement. This work should be presented on at least a regional and national level, and the candidate should show that his or her work does or will have an impact internationally.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, a professional demeanor appropriate to the field, and the ability to interact and communicate effectively with students and peers. Information from annual course evaluations, FPES, and peer reviews will play a role in this evaluation. The candidate should participate in the undergraduate program by engaging in independent studies or internships or related scholarly mentoring. Innovative teaching, use of technologies, good advising, and strong student evaluations are the goals for both graduate and undergraduate courses.

3. Service

The candidate should perform valuable service for their department, college, University, community, and field. Service is an important consideration for assessing outstanding performance, overall, but one that is given secondary importance to teaching and research/scholarship/creative work. Service may come in the form of individual or committee work or community service. Such service may include but is not limited to attending conferences; participating in conferences as lecturers, responders, or mentors; organizing conferences; advising students (especially as program coordinator) and working in the community within the candidate's area of expertise. Some of these activities overlap with the "Research/Scholarship/Creative Activity" category.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for promotion to associate professor, the candidate for full professor should provide clear evidence of outstanding performance and promise of sustained outstanding performance as demonstrated by considerable prominence in the field. Within the area of Theatre/Dance History, this will normally occur after the publication of a second book, or publication of numerous articles, in blind peer-reviewed presses or nationally and internationally prominent venues. The candidate's national and international standing and evidence such as prizes or awards for the scholarly work or evidence of successful applications for grants will be weighed heavily.

2. Teaching/Instruction

In addition to the requirements for promotion to associate professor, the candidate for full professor will provide evidence of outstanding performance and promise of continued outstanding performance as demonstrated by sustained efforts within the program. Teaching awards and prizes will also contribute to this category. The candidate is also expected to mentor junior faculty, aid in developing of teaching programs and curriculum for the department and participate in the development of cross-departmental professional projects. The candidate may have been invited to teach, lecture, or participate in nationally recognized programs outside of their own.

3. Service

In addition to the requirements for promotion to associate professor, the candidate for full professor should have developed a leadership role within the department, college, and University and provided leadership to professional organizations and service to the community.

Theatre Technology (Lighting Design, Costume design, Set Design)

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an “outstanding” evaluation for research/scholarship/creative activity in Theatre Technology, the candidate must present documentation of a body of work that has received significant professional recognition. The candidate’s work should be recognized on a regional and national level, and there should be strong evidence that this work does or will have an impact internationally. Peer review will determine the relative significance of the candidate’s documented activities and achievements.

Theatre Technology, like many of the program areas in the department, is multi-disciplinary in nature. Therefore, the department values scholarship that addresses theoretical and/or applied issues related to the field, industry, and the global community, and to the fields that benefit from knowledge generated in this discipline. Research can include scholarly and or creative activity in the faculty member’s area of specialization. Faculty members are expected to actively engage in recognized theatre or production companies at the local, regional, national, and international levels. They are also expected to publish works in peer-reviewed publications or produce original creative works since their initial appointment as an assistant professor.

Theatre Technology faculty work in recognizable media. Their profession can consist of client-based and/or self-authored design work. In addition to the production of actual design work, professional designers can also engage in writing and speaking about design in a variety of contexts. In professional design practice, awards, commissioned work, authoring or editing of design books or articles in design publications, consultation on or contributions to design books, writing in design

blogs and online design communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or engage in arts festivals, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online design webcasts, interactive digital installations, or grants obtained are important indicators. The development of processes or materials that are brought to market, trademarked, patented, or otherwise recognized as significant to the field would also qualify as evidence of research excellence.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of the Theatre Design/Technology programs.

Outstanding teaching is documented through the following: insightful and supportive critique of student work, project outcomes that meet the standards of the design program, participation in the development of Theatre Technology curriculum, innovative approaches to teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior portfolios, scholarly or professional mentoring, participation in student projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions, service on campus productions, awards for teaching, and student work produced in the candidate's classes that is accepted for publication in national or international design publications or exhibitions, online publications, design portals, online design communities and/or student work that wins awards in local, national or international design competitions.

Observations by the candidate's peers within the area and department and the candidate's tenure review committee as well as information from periodic teaching reviews (FPES) will play a role in the evaluation of teaching.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the area, department, college, University, and the design profession. A clear distinction is made between service activities and those considered for the "Research/Scholarship/Creative Activity" and "Teaching" categories.

Service may come in the form of individual or committee work or community service. Such service may include but is not limited to serving as program coordinator or department chair, supervising area facilities; active service on college or University committees, participation in recruitment and retention activities, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-

profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for associate professor, the candidate for full professor should provide clear evidence of national and international prominence in the field of Theatre Technology. The candidate's standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after their year of tenure will be the primary consideration.

2. Teaching/Instruction

In addition to the requirements for associate professor, the candidate for full professor must demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for full professor must contribute significantly to the program in a variety of ways: consistent high quality of their student work, recognition of student work through its inclusion in publications, exhibitions and competitions, awards and honors directly linked to student work produced under the candidate's supervision, active participation in curriculum development within the discipline and mentorship of junior or adjunct faculty and students. The candidate will also be expected to show sustained participation in the programs and productions of the department.

3. Service

In addition to the requirements for associate professor, the candidate for full professor must have developed a strong leadership role within the area, department, college, and University. This leadership may include serving as program coordinator, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University, and community.

Theatre Arts Administration Evaluation Rubric

A. For promotion/tenure to Associate Professor

1. Research/Scholarship/Creative Activity

To achieve an "outstanding" evaluation for research/scholarship/creative activity in theatre arts administration, the candidate must present documentation of a body of work that has received significant professional recognition. The candidate's work should be recognized on a regional and national level. Peer review will determine the relative significance of the candidate's documented activities and achievements.

Research can include scholarly and or creative activity in the faculty member's area of specialization (production, arts management, etc.). Faculty members are expected to actively engage in recognized theatre or production companies at the local, regional, national, and international levels. They are also expected to engage original arts administration projects since their initial appointment as an assistant professor.

Theatre Arts Administrators work in diverse venues. Their profession can consist of client-based and/or self-originated projects. In addition to the production and/or management/administration of theatre and arts events, professional theatre arts administrators can also engage in writing and speaking about theatre arts administration in a variety of contexts. In professional practice, awards, commissioned work, authoring or editing of theatre arts administration books or articles in theatre publications, consultation on or contributions to theatre arts administration/production books, writing blogs and online communities, pre-publication book reviews, catalog essays, lectures at outside academic or professional institutions and organizations, invitations to jury or engage in arts festivals, participation in conferences (organizer, session chair, lecturer, panelist, or responder), papers delivered, presenting online webcasts, or grants obtained are important indicators.

2. Teaching/Instruction

To achieve an "outstanding" evaluation for teaching, the candidate should demonstrate an aptitude for and commitment to teaching, the ability to interact and communicate effectively and appropriately with students and peers, and the capacity and willingness to teach at all levels of theatre arts administration.

Outstanding teaching is documented through the following: insightful and supportive critique of student work, project outcomes that meet the standards of the theatre arts administration program, participation in the development of theatre arts administration curriculum, innovative approaches to teaching, use of current and appropriate technologies, organizing speakers and workshops, organizing exhibitions of student work, engaging in independent studies or internships, consistent inclusion of student work in senior portfolios, scholarly or professional mentoring, participation in student projects for the public good, interdisciplinary initiatives, invitations to teach, lecture, or participate in nationally-recognized educational institutions, service on campus productions, awards for teaching.

Observations by the candidate's peers within the area and Department and the candidate's tenure review committee as well as information from periodic teaching reviews (FPES) will play a role in the evaluation of teaching.

3. Service

To achieve an "outstanding" evaluation for service, the candidate should demonstrate active participation in the affairs of the area, department, college, University, and the design profession. A

clear distinction is made between service activities and those considered for the “Research/Scholarship/Creative Activity” and “Teaching” categories.

Service may come in the form of individual or committee work or community service. Such service may include but is not limited to serving as area head or department chair, supervising area facilities; active service on college or university committees, participation in recruitment and retention activities, mentoring adjunct faculty, attending conferences; *pro bono* consulting for non-profit organizations, working in the community within the candidate's area of expertise, advising or mentoring students and alumni, or engaging in fundraising activities.

B. For Promotion to Full Professor

1. Research/Scholarship/Creative Activity

In addition to the requirements for associate professor, the candidate for full professor should provide clear evidence of national and international prominence in the field of theatre arts administration. The candidate’s standing should be documented as described in this document. The candidate's record of significant achievements and honors in the discipline after their year of tenure will be the primary consideration.

2. Teaching/Instruction

In addition to the requirements for associate professor, the candidate for full professor must demonstrate consistent engagement in a wide variety of teaching activities as described in this document. A candidate for full professor must contribute significantly to the theatre arts administration program in a variety of ways: consistent high quality of their student work, active participation in curriculum development within the discipline and mentorship of junior or adjunct faculty and students. The candidate will also be expected to show sustained participation in the programs and productions of the department.

3. Service

In addition to the requirements for associate professor, the candidate for full professor must have developed a strong leadership role within the area, department, college, and University. This leadership may include serving as program coordinator, chairing and/or serving on significant committees and other University groups, active participation in professional organizations and other types of service to the college, University, and community.

Rubrics

Acting/Musical Theatre/Directing Evaluation Rubric

Creative/ Scholarship				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Performer, Director, Artistic Director, Music Director, Composer, Conductor, Choreographer, Coach (including, vocal, dialect, acting, dance) of a full-length work, performance, or special event produced in a national or internationally recognized venue under a professional contract such as but not limited to, AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, as well as other government or nationally recognized agencies.	Internally sponsored award or fellowship relative to the field.	Performer, Director, Artistic Director, Music Director, Composer, Conductor, Coach (including, vocal, dialect, acting, dance) of a full-length work or special event produced in a local venue.	All works and creative projects in local venues only.	No evidence of production on any level.
Performer, Director, Artistic Director, Music Director, Choreographer, Conductor, Composer, Coach (including, vocal, dialect, acting, dance) of a full-length work, performance, or	Creative contributions to presentations or full-length works in collaboration or in partnership with nationally or internationally recognized collaborators or	Performer, Director, Choreographer, Music Director, Coach (including, vocal, dialect, acting,	Report of ongoing creative projects without compelling evidence.	Performing unsatisfactorily.

special event recorded for live broadcast or distribution under a professional contract such as but not limited to, AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, as well as other government or nationally recognized agencies.	partners inclusive of but not limited to university settings.	dance) of a one-act or single work or presentation.		
Externally sponsored grant or fellowship from a nationally or internationally recognized agency including but not limited to: NEA, Mellon Foundation, Ford Foundation, etc.	Developed ongoing summer theatre program for performance/facilitation inclusive of a university setting or other nationally recognized venue.	Performer, Choreographer, Director, Music Director, Conductor, Composer, Artistic Director, Coach (including, vocal, dialect, acting, dance) of a full-length work or special event produced in a university setting.	Faculty performing at a low level (not receiving any of the items in “outstanding,” “very good,” or “satisfactory,” categories).	
Externally sponsored award from prestigious nationally or internationally recognized agency or government agency.	Creative contributions to presentations or full-length works produced in nationally or internationally			

	recognized venue beyond the university setting.			
Developed new technologies, techniques, or methodologies that advance creative capabilities in the field.	Hard evidence of progress on ongoing major project(s) with momentum on regional level.			
Talk given at a prestigious nationally/internationally recognized academic or professional conference, symposium, or lecture series in a national or international venue.				
Organized a national or international conference or lecture series.				

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers.	Solid course evaluation numbers, consistent with class	Unusually low numbers should be weighed against circumstances (e.g., new	Evidence of demonstrable and unexplained lapses in student supervision,	Faculty member has shown consistent pattern of unresponsiveness to students; misses office

	size and level.	course, mandatory course, previous course evaluation numbers, etc.)	e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction classes.	hours; failed to respond to email queries.
Curricular innovation; creation of new courses; substantial and demonstrable overhaul of established courses; cross-disciplinary collaboration.	Participation in advising activities for undergraduate and graduate students	Limited advising activities.	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	Inadequately supervised students enrolled for independent studies.
Innovative use of new technologies; creation of pedagogy websites, podcasts, documentaries, and/or digital teaching techniques.	Invited to teach clinics, master classes, workshops, in a university setting.	Modest course evaluation.		Extremely low course evaluations for courses.
Independent study students				
Visiting professor/residency at a nationally/internationally recognized college/university.				
Invited to teach clinics,				

master classes, workshops, in a nationally/internationally recognized venues.				
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Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank.	Default on service assignments without clear cause.	No service at any level within the department or in the profession or community.
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty.	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	
Reviewer for external college/university APT application for promotion.				
Serve on boards of national academic organizations in the field.				

Serve on boards of nationally/internationally recognized prestigious/professional organizations.				
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Dance Evaluation Rubric

Creative/ Scholarship				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Performer, Choreographer, Coach, Rehearsal Director of a full-length dance concert, full-length work/ballet, performance, or special event produced in a national or internationally recognized venue under a professional contract including government or nationally recognized agencies.	Internally sponsored award or fellowship relative to the field.	Performer, Choreographer, Coach, Rehearsal Director for a full-length dance concert or special event produced in a local venue.	All works and creative projects in local venues only.	No evidence of production on any level.
Performer, Choreographer, Coach, Rehearsal Director of a full-length dance concert, full-length work/ballet,	Developed ongoing summer dance program for performance/facilitation inclusive of a university setting or other nationally	Performer, Choreographer, Coach, Rehearsal Director for a single dance/ballet	Report of ongoing creative projects without compelling evidence.	Performing unsatisfactorily

performance, or special event recorded for live broadcast or distribution under a professional contract.	recognized venue.	or presentation.		
Externally sponsored grant or fellowship from a nationally or internationally recognized agency including but not limited to: NEA, Mellon Foundation, Ford Foundation, etc.	Creative contributions to dance concerts, choreography, ballets, presentations, or other full-length works produced in a nationally/internationally recognized venue beyond the university setting.	Performer, Choreographer, Rehearsal Director, Coach for a full-length dance concert, or special event produced in a university setting.	Faculty performing at a low level (not receiving any of the items in “outstanding,” “very good,” or “satisfactory,” categories).	
Creative contributions to presentations, concerts, or full-length works in collaboration or in partnership with nationally or internationally recognized collaborators (renowned dancers, choreographers, dance companies) inclusive of but not limited to university settings.	Hard evidence of progress on ongoing major project(s) with momentum on regional level.			
Externally sponsored award from prestigious nationally				

or internationally recognized agency or government agency.				
Developed new technologies, techniques, or methodologies that advance creative capabilities in the field of dance.				
Organized a national or international conference or lecture series.				
Talk given at a prestigious nationally/internationally recognized academic or professional conference, symposium, or lecture series in a national or international venue.				

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers.	Solid course evaluation numbers, consistent with class	Unusually low numbers should be weighed against circumstances (e.g., new	Evidence of demonstrable and unexplained lapses in student supervision,	Faculty member has shown consistent pattern of unresponsiveness to students; misses office

	size and level.	course, mandatory course, previous course evaluation numbers, etc.)	e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction classes.	hours; failed to respond to email queries.
Curricular innovation; creation of new courses; substantial and demonstrable overhaul of established courses; cross-disciplinary collaboration.	Participation in advising activities for undergraduate and graduate students	Limited advising activities.	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	Inadequately supervised students enrolled for independent studies.
Innovative use of new technologies; creation of pedagogy websites, podcasts, documentaries, and/or digital teaching techniques.	Invited to teach clinics, master classes, workshops, in a university setting.	Modest course evaluation.		Extremely low course evaluations for courses.
Independent study students		Invited to teach clinics, master classes, workshops, in a local venue.		
Visiting professor/residency at a nationally/internationall				

y recognized college/university.				
Invited to teach clinics, master classes, workshops, in a nationally/internationally recognized venues.				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank.	Default on service assignments without clear cause.	No service at any level within the department or in the profession or community.
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty.	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	
Reviewer for external college/university APT				

application for promotion.				
Serve on boards of national academic dance organizations in the field.				
Serve on boards of nationally/internationally recognized prestigious/professional dance organizations.				

Sources of Evaluation include but are not limited to:

- a. Reviews of work in recognized media
- b. Reviews/evaluations from adjudicated festivals or competitions
- c. Evaluations by peers (in the department) and colleagues (in the college or university or other universities) or outside professionals
- d. Evaluations by professionals in the field solicited according to university policy
- e. Repeated engagements with off-campus producing organizations as indicative of performance satisfactory to that organization
- f. Documentation of directing
- g. Supporting documentation and testimonials from individuals in the private/professional sector
- h. Nominations and awards won
- i. Grants, fellowships, and residencies awarded
- j. Transcripts or electronic recordings of audience reactions and responses

Criteria:

- a. Demonstrated ability to communicate effectively with performers, designers, and other members of the production team, many, or all of whom may be relatively unskilled students

under pressure.

- b. Knowledge of dramatic literature, including historical genres, and strong competence in the textual analysis of scripts
- c. Demonstrated ability to guide performers to performances that support the production and the director or choreographer conceptualization
- d. Successful use of the primary instruments of voice and body in the creation of believable characters
- e. Evidence of a thorough understanding of aesthetics and the ability to make sound aesthetic judgments
- f. Professional status or prestige of the producer
- g. Professional status or prestige of the host
- h. Nominations, awards, and other types of professional recognition
- i. Evidence of a thorough understanding of aesthetics and the ability to make sound aesthetic judgments

Theatre Technology Evaluation Rubric (Lighting Design, Costume Design, Set Design)

Creative/ Scholarship				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Technical director, designer (set/costume/lighting), curator, scholar, researcher, of a full-length work or special event	Internally sponsored awards relative to the field of specialty.	Technical director, designer (set/costume/lighting), curator, scholar, researcher, of a full-length work or special event	All works and creative projects in local venues only.	No evidence of production on any level.

produced in a national or internationally recognized venue under a professional contract such as but not limited to: AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, NEH, as well as other government or nationally recognized agencies.		produced in a local venue.		
Technical director, designer (set/costume/lighting), curator, scholar, researcher, of a performance, or special event recorded for a live broadcast or distribution via broadcast and electronic media under a professional contract such as but not limited to: AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, NEH, as well as other government or nationally recognized agencies.	Hard evidence of progress on ongoing major project(s) with momentum on regional level.	Creative contributions to full-length works produced in a nationally/internationally recognized venue/institution.	Report of ongoing creative projects without compelling evidence.	Performing unsatisfactorily.
Externally sponsored grant	Technical director, designer	Technical director, designer	Faculty performing	

from a nationally or internationally recognized agency including but not limited to: NEA, Mellon Foundation, Ford Foundation, etc.	(set/costume/lighting), curator, scholar, researcher, of a full-length work or special event produced in a regional venue.	(set/costume/lighting), of a one-act or single work or presentation in a local venue.	at a low level (not receiving any of the items in “outstanding,” “very good,” or “satisfactory,” categories)	
Externally sponsored award from prestigious nationally or internationally recognized agency or government agency.	Technical director, designer (set/costume/lighting), for ongoing summer theatre/dance program or choreographic repertoire for performance/facilitation inclusive of a university setting or other nationally recognized venue.	Technical director, designer (set/costume/lighting), curator, scholar, researcher, of a full-length work or special event produced in a university setting.		
Invited keynote speaker/panelist at a nationally/internationally recognized institution and/or professional venue (i.e., renowned dance/theatre institutions, universities, etc.).				
Developed new technologies, techniques, and/or				

methodologies (including digital), that advance the creative and scholarly capabilities in the theatre and dance fields.				
Creative contributions to presentations or full-length works in collaboration or in partnership with nationally or internationally recognized collaborators or partners inclusive of but not limited to university settings.				

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers.	Solid course evaluation numbers, consistent with class size and level.	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course	Evidence of demonstrable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or	Faculty member has shown consistent pattern of unresponsiveness to students; misses office hours; failed to respond to email queries.

		evaluation numbers, etc.)	inadequate supervision of individual instruction classes.	
Curricular innovation; creation of new courses; substantial and demonstrable overhaul of established courses; cross-disciplinary collaboration.	Participation in advising activities for undergraduate and graduate students	Limited advising activities.	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	Inadequately supervised students enrolled for independent studies.
Innovative use of new technologies; creation of pedagogy websites, podcasts, documentaries, and/or digital teaching techniques.		Modest course evaluation.		Extremely low course evaluations for courses.
Independent study students				
Visiting professor/residency at a nationally/internationally recognized college/university.				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory

			y	
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank.	Default on service assignments without clear cause.	No service at any level within the department or in the profession or community.
Invited to serve as a reviewer/adjudicator for prestigious external grants for regional/government/national/international institutions (NEA, NEH, DC Commission for the Arts, Ford Foundation, etc.)	Service on more than one committee or duty.	Inconsistent participation in assigned committees	Little or no acceptance of service responsibility at any level, following pattern of previous years.	
Service at several levels and on multiple committees, not excluding the Department, College, and University.				
Reviewer for external college/university APT application for promotion.				

Sources of Evaluation include but are not limited to:

- a. Reviews of work in recognized media

- b. Reviews, adjudications in local, regional, or national festival
- c. Evaluations by peers (in the department) and colleagues (in the college or university or other universities) or outside professionals
- d. Repeated engagements with off-campus producing organizations as indicative of performance satisfactory to that organization
- e. Supporting documentation and testimonials from individuals in the private/professional sector
- f. Nominations and awards won
- g. Transcripts or electronic recordings of audience reactions and responses

Criteria

- a. Ability to communicate research and design ideas effectively through a variety of media
- b. Knowledge and ability to manipulate the elements of design
- c. Excellence in oral, written, and communication skills in relation to discipline
- d. Knowledge of the technology, materials, and methods used in the discipline
- e. Ability to work and collaborate with various artists and technicians including professionals and unskilled students with various levels of experience in a variety of professional and academic settings
- f. Knowledge of safety procedures and regulations as they apply to the discipline
- g. Excellence in fiscal management, including budget development and materials/equipment acquisitions
- h. Ability to oversee the technical execution of the discipline to ensure the production accurately reflects the design

Theatre History/Dance History Evaluation Rubric

Research/Scholarship/ Creative				
Outstanding	Very Good	Satisfactory	Less than satisfactory	Unsatisfactory
Publication of a book/monograph/e-book with a university or peer-reviewed press.	Publication of a scholarly article in a peer-reviewed academic journal that is nationally or internationally recognized.	Talks in regional venues (DMV) or local venue defined as a professional space with little or no reach beyond the DMV.	No evidence of publication.	No publications
Lead editor of an anthology published by a university press or a peer-reviewed press.	Publication of a book chapter in a university or peer-reviewed press.	Paper or talk given at an academic conference, symposium, or lecture in a regional or local venue.	Talks in local venues only.	Participation in projects that cannot produce career momentum.
Founder of a peer-reviewed journal sponsored/published by a nationally/internationally recognized institution.	Publication of a book review in a peer-reviewed academic journal.	Evidence of progress on ongoing	Report of ongoing research without compelling	No evidence of ongoing scholarly engagement, grants, or

		major project(s) with momentum on a local level.	evidence.	talks of any significance.
Recipient of a prestigious competitive external grant or fellowship such as NEH, NEA, CAORC, Fulbright, Andrew Mellon, etc.	Recipient of a competitive internal grant.		Performing at low level not receiving any of the items in “Outstanding,” “Very Good,” and “Satisfactory” categories.	Performing unsatisfactorily.
Organizing and/or chairing a conference session at a national conference.	Paper or talk given at an academic conference, symposium, or lecture series in a state venue.		Self-published books/articles.	
Organizing a national or international conference or lecture series.	Hard evidence of progress on ongoing major project(s) with momentum on regional level.			
Invited lecturer/panelist at a nationally/internationally recognized institution and/or professional venue (such as renowned dance/theatre institutions and universities).	Recipient of an internally (College/University) sponsored award.			

Paper or Talk given at a prestigious nationally/internationally recognized academic conference, symposium, or lecture series in a national or international venue.				
Recipient of a prestigious research/scholarship/creative work award from an external national/international/academic organization or institution.				
Keynote speaker at a nationally/internationally recognized institution and/or professional venue.				
Executive, guest, or managing editor of a nationally/internationally recognized peer-review journal.				

Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers.	Solid course evaluation numbers, consistent with class	Unusually low numbers should be weighed against circumstances (e.g., new	Evidence of demonstrable and unexplained lapses in student supervision,	Faculty member has shown consistent pattern of unresponsiveness to students; misses office

	size and level.	course, mandatory course, previous course evaluation numbers, etc.)	e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction classes.	hours; failed to respond to email queries.
Curricular innovation; creation of new courses; substantial and demonstrable overhaul of established courses; cross-disciplinary collaboration.	Participation in advising activities for undergraduate and graduate students	Limited advising activities.	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	Inadequately supervised students enrolled for independent studies.
Innovative use of new technologies; creation of pedagogy websites, podcasts, documentaries, and/or digital teaching techniques.		Modest course evaluation.		Extremely low course evaluations for courses.
Supervision of Ph.D. or M.F.A. graduate students.		Publication of a textbook in a trade, non-peer reviewed, or other press.		
Director/supervisor of PhD or MFA dissertation/thesis/oral				

defense.				
External reader for a PhD/MFA dissertation/thesis.				
Independent study students				
Visiting professor at a nationally/internationally recognized college/university.				
Publication of a textbook in a peer-reviewed press.				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank.	Default on service assignments without clear cause.	No service at any level within the department or in the profession or community.
Invited to serve as a reviewer/adjudicator for prestigious	Service on more than	Inconsistent	Little or no acceptance	

external grants for regional/government/national/international institutions (NEA, NEH, DC Commission for the Arts, Ford Foundation, etc.)	one committee or duty.	participation in assigned committees.	of service responsibility at any level, following pattern of previous years.	
Service at several levels and on multiple committees, not excluding the Department, College, and University.				
Reviewer for external college/university APT application for promotion.				
Service on boards of national/internationally recognized academic, government, or professional organizations relative to the field.				

Playwriting Evaluation Rubric

Scholarship/ Creative				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Playwright, Librettist, Book Writer, Literary Manager, or Dramaturge for a performance, produced in a national or internationally recognized venue	Internally sponsored award or fellowship relative to the field.	Playwright, Librettist, Book Writer, Literary Manager, or Dramaturge	All works and creative projects in local venues only.	No evidence of production on any level.

under a professional contract such as but not limited to, AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, as well as other government or nationally recognized agencies.		e for a performance produced in a university setting.		
Playwright, Librettist, Book Writer, Literary Manager, or Dramaturge for a performance, or special event recorded for live broadcast or distribution under a professional contract such as but not limited to, AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, as well as other government or nationally recognized agencies.	Play published by regionally recognized play publisher.	Playwright, Librettist, Book Writer, Literary Manager, or Dramaturge for a performance produced in a local venue.	Report of ongoing research without compelling evidence.	Performing unsatisfactorily.
Externally sponsored grant or fellowship from a nationally or internationally recognized agency including but not limited to: NEA, Mellon Foundation, etc.	Publication of a refereed article, performance review, or critical review in a scholarly journal.	Published reviews of plays, program notes, liner notes, or published criticism of creative works.	Faculty performing at a low level (not receiving any of the items in “outstanding,” “very good,” or “satisfactory” categories).	
Play published by	Creative contributions			

reputable nationally/internationally recognized play publisher.	to full-length plays, full-length works, or presentations in collaboration or in partnership with nationally or internationally recognized collaborators or partners inclusive of but not limited to university settings.			
Lead editor of a published anthology of plays in an academic or peer-reviewed press.	Developed ongoing summer devised work theatre program for performance inclusive of a university setting or other nationally recognized venue.			
Developed new technologies, techniques, or methodologies that advance creative capabilities of playwrights and/or the field.	Hard evidence of progress on ongoing major project(s) with momentum on regional level.			
Externally sponsored award from prestigious nationally or internationally recognized agency or government agency.	Creative contributions to full-length plays/full-length works, or presentations in a nationally/internationally recognized venue beyond the university setting.			
	Playwright, Librettist, Book Writer, Literary			

	Manager, or Dramaturge of a full-length play produced in a university setting.			
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Teaching				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Outstanding course evaluation numbers.	Solid course evaluation numbers, consistent with class size and level.	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers, etc.)	Evidence of demonstrable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction classes.	Faculty member has shown consistent pattern of unresponsiveness to students; misses office hours; failed to respond to email queries.
Curricular innovation; creation of new courses; substantial and demonstrable overhaul of established courses; cross-disciplinary collaboration.	Participation in advising activities for undergraduate and graduate students	Limited advising activities.	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	Inadequately supervised students enrolled for independent studies.

Innovative use of new technologies; creation of pedagogy websites, podcasts, documentaries, and/or digital teaching techniques.	Invited to teach clinics, master classes, workshops, in a university setting.	Modest course evaluation.		Extremely low course evaluations for courses.
Independent study students				
Visiting professor/residency at a nationally/internationally recognized college/university.				
Invited to teach clinics, master classes, workshops, in a nationally/internationally recognized venues.				

Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of	Limited amount of service relative to rank.	Default on service assignments without clear cause.	No service at any level within the department or in the profession or community.

	impact of service outweighs quantity).			
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty.	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	
Serve on boards of national academic organizations in the field.				
Serve on boards of nationally/internationally recognized prestigious/professional organizations.				

Sources of Evaluation include but are not limited to:

- a. Reviews of work in recognized media
- b. Reviews/evaluations from adjudicated panels and conferences
- c. Evaluations by peers (in the department) and colleagues (in the college or university or other universities), or outside professionals
- d. Evaluations from adjudicators of professional organization activities
- e. Evaluation by professionals in the field solicited according to University policy
- f. Repeated engagements with off-campus producing organizations as indicative of performance satisfactory to that organization

- g. Supporting documentation and testimonials from individuals in the private/professional sector
- h. Nominations and awards won
- i. Contracts from peer-reviewed book and journal publishers
- j. Grants and fellowships awarded
- k. Invitations for keynote speaker, talks, organization boards, panels
- l. Pre-published book reviews

Criteria

- a. Demonstrated ability to conduct and organize scholarly research
- b. Evidence of thorough knowledge of the elements of dramatic literature and history of stage production, including acting, design, and architecture
- c. Evidence of thorough knowledge of the history of dance in the field of expertise (i.e., African diaspora, African American, African, etc.)
- d. Evidence of a thorough understanding of the principles of dramaturgical analysis
- e. Evidence of a thorough understanding of aesthetics and the ability to make sound aesthetic judgments
- f. Professional status or prestige of the publisher
- g. Professional status or prestige of the host
- h. Nominations, awards, and other types of professional recognition
- i. Evidence of a competent knowledge of fine arts, including music and visual arts
- j. Demonstrated ability to effectively communicate facts and theories in publications and public lectures

Theatre Arts Administration Evaluation Rubric

Production/ Creative/ Scholarship				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfact ory
Producer/Admini strator, Stage/Production Manager, for a performance, or special event produced in a national or internationally recognized venue under a professional contract such as but not limited to, AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, NEA, as well as other government or nationally recognized agencies.	Producer/Adminis trator, Stage/Production Manager, for full- length work, presentation, or special event in collaboration or in partnership with nationally or internationally recognized collaborators or partners inclusive of but not limited to university settings.	Producer/Admini strator, Stage/Production Manager, for a full-length work or special event produced in a local venue.	Producer/Admini strator, Stage/Production Manager, for works and creative projects in local venues only.	No evidence of production on any level.
Producer/Admini strator, Stage/Production Manager, for a performance, or special event recorded for live broadcast or distribution under	Internally sponsored awards relative to the field of specialty.	Producer/Admini strator, Stage/Production Manager, for a one-act or single work or presentation.	Report of ongoing projects without compelling evidence.	Performing unsatisfact orily.

a professional contract such as but not limited to, AEA, SDC, AGVA, SMA, SAG-AFTRA, AGMA, PBS, as well as other government or nationally recognized agencies.				
Externally sponsored award from prestigious nationally or internationally recognized agency or government agency.	Producer/Administrator, Stage/Production Manager for ongoing summer theatre program inclusive of a university setting or other nationally recognized venue.	Producer/Administrator, Stage/Production Manager, for a full-length work or special event produced in a university setting.	Faculty performing at a low level (not receiving any of the items in “outstanding,” “very good,” or “satisfactory,” categories).	
Organized and served as Producer/Administrator, Stage/Production Manager for a national or international conference, symposium/talkback, lecture series or special event.	Producer/Administrator, Stage/Production Manager for full-length work, presentation, or special event produced in a nationally/internationally recognized venue beyond the university setting.			

Teaching				
Outstanding	Very Good	Satisfactory	Less than	Unsatisfactory

			Satisfactory	
Outstanding course evaluation numbers.	Solid course evaluation numbers, consistent with class size and level.	Unusually low numbers should be weighed against circumstances (e.g., new course, mandatory course, previous course evaluation numbers, etc.)	Evidence of demonstrable and unexplained lapses in student supervision, e.g., failure to show up for student critiques or defenses or inadequate supervision of individual instruction classes.	Faculty member has shown consistent pattern of unresponsiveness to students; misses office hours; failed to respond to email queries.
Curricular innovation; creation of new courses; substantial and demonstrable overhaul of established courses; cross-disciplinary collaboration.	Participation in advising activities for undergraduate and graduate students	Limited advising activities.	Low or irregular course evaluation numbers that cannot be satisfactorily explained and follow a pattern from previous years.	Inadequately supervised students enrolled for independent studies.
Independent study students		Modest course evaluation.		Extremely low course evaluations for courses.
Visiting professor/residency at a nationally/internationally recognized				

college/university.				
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Service				
Outstanding	Very Good	Satisfactory	Less than Satisfactory	Unsatisfactory
Demonstrable effectiveness in service at all levels consistent with rank at national and/or state level and service to the profession.	Consistent pattern of willingness to take on responsibility (keeping in mind that quality and the level of impact of service outweighs quantity).	Limited amount of service relative to rank.	Default on service assignments without clear cause.	No service at any level within the department or in the profession or community.
Service at several levels and on multiple committees, not excluding the Department, College, and University.	Service on more than one committee or duty.	Inconsistent participation in assigned committees.	Little or no acceptance of service responsibility at any level, following pattern of previous years.	
Serve on boards of national academic organizations in the field.				
Serve on boards of nationally/internationally recognized prestigious/professional organizations.				

Sources of Evaluation include but are not limited to:

- a. Reviews of work in recognized media
- b. Reviews, adjudications in local, regional, or national festival
- c. Evaluations by peers (in the department) and colleagues (in the college or university or other universities) or outside professionals
- d. Repeated engagements with off-campus producing organizations as indicative of performance satisfactory to that organization
- e. Supporting documentation and testimonials from individuals in the private/professional sector
- f. Nominations and awards won
- g. Transcripts or electronic recordings of audience reactions and responses

Criteria

- a. Ability to communicate research and production ideas effectively through a variety of media
- b. Knowledge and ability to manipulate the elements of production, theatre arts administration
- c. Excellence in oral, written, and communication skills in relation to discipline
- d. Knowledge of the technology, materials, and methods used in the discipline
- e. Ability to work and collaborate with various artists, technologists, and technicians, including professionals and unskilled students with various levels of experience in a variety of professional and academic settings
- f. Knowledge of safety procedures and regulations as they apply to the discipline
- g. Excellence in fiscal management, including budget development and materials/equipment acquisitions
- h. Ability to oversee the technical execution of the discipline to ensure the production accurately reflects the design

Appendix B1: Career Track Criteria for Appointment, Reappointment, Promotion and Career Status in the Department of Art

I. Probationary Career-Status-Track Lecturer

A. Initial Appointment Criteria:

- Consistently above-average evaluations (student, chair, peer)
- Written teaching philosophy
- At least one peer-reviewed publication or creative work
- 2–3 years of prior teaching experience (community college or 4-year institution) or equivalent professional experience
- Evidence of student advising/mentorship, syllabi, assignments with rubrics
- Submission of **personal professional portfolio** demonstrating artistic/creative practice and research trajectory
- Submission of **sample student assignments and portfolios** as evidence of teaching effectiveness and student development
- **Professional Development Expectation:** Faculty at the probationary rank are expected to demonstrate emerging engagement with the professional art community through a minimum of **one professional-level contribution**.

Acceptable forms include participation in a juried or curated gallery exhibition, the completion of a commission, client-based creative work, publication in a recognized professional journal, or comparable contributions to professional outlets relevant to their medium of practice.

B. Reappointment Criteria:

Faculty must demonstrate continued excellence in teaching, a track record of Scholarship of Teaching and Learning (SOTL) contributions⁵, and promise of future advancement. Reappointment requires an updated **personal portfolio**, **student portfolios/assignments**, and evidence of continued **professional development** through at least one professional-level outlet.

⁵ Scholarship of Teaching and Learning (SOTL) encompasses: (a) staying abreast of SOTL research appropriate to the discipline (b) conducting original SOTL research (c) disseminating the SOTL findings in peer-reviewed publications.

II. Career Status Senior Lecturer

A. Criteria for Promotion to Career Status Senior Lecturer:

Promotion requires a sustained record of excellence in teaching and SOTL. Evidence must demonstrate innovation and growth in pedagogy, student engagement, and professional contributions.

1. Portfolio Requirements:

Candidates for promotion must submit:

A comprehensive **personal portfolio** documenting exhibitions, creative research, or design practice since initial appointment.

A selection of **student assignments and portfolios** demonstrating student achievement and progression under their mentorship.

2. Types of Evidence:

a. Scholarship of Teaching and Learning

SOTL Pathways for Art Faculty include:

- SOTL Publications & scholarship (discipline-specific pedagogy, studio teaching research)
- Student-focused SOTL scholarship (innovative studio assignments, portfolio development processes)
- SOTL Presentations & panels (conference lectures, symposia, workshops, critiques)
- Peer-reviewed SOTL publications
- Design workshops

b. Student Learning

Evidence of Student Learning may include:

- Portfolios of studio or design work
- Exhibition or critique performance

- Reflective journals, creative process statements
- Skill-based assessments at benchmark stages
- Faculty-submitted **student portfolios and assignments** curated as evidence of pedagogy effectiveness

c. Professional Development

Professional Development Expectation:

Candidates must provide evidence of a consistent record of professional engagement demonstrated through at least **two professional-level contributions**. Such contributions should reflect active participation in the broader professional arts community and may take the form of exhibitions, commissions, client projects, or written scholarship/creative publications that substantively contribute to their discipline.

B. Reappointment Criteria:

- Sustained record of teaching excellence
- Peer-reviewed SOTL publications
- Consistently above-average student/course evaluations
- Above-average classroom observations

1. Portfolio Requirements:

- Submission of an updated **personal portfolio** highlighting ongoing creative practice, exhibitions, or scholarly contributions
- Submission of **representative student portfolios/assignments** demonstrating the impact of teaching on student learning outcomes

2. Types of Evidence:

a. Scholarship of Teaching and Learning

SOTL Pathways for Art Faculty include:

- SOTL Publications & scholarship (discipline-specific pedagogy, studio teaching research)

- Student-focused SOTL scholarship (innovative studio assignments, portfolio development processes)
- SOTL Presentations & panels (conference lectures, symposia, workshops, critiques)
- Peer-reviewed SOTL publications
- Design workshops

b. Student Learning

Evidence of Student Learning may include:

- Portfolios of studio or design work
- Exhibition or critique performance
- Reflective journals, creative process statements
- Skill-based assessments at benchmark stages
- Faculty-submitted **student portfolios and assignments** curated as evidence of pedagogy effectiveness

c. Professional Development

Professional Development Expectation:

Faculty at the rank of Career Status Senior Lecturer must show evidence of sustained professional engagement through a minimum of **two professional-level contributions** since their initial appointment or most recent reappointment. Contributions may include juried or curated exhibitions, commissioned works, client projects, publications in professional journals, curated shows, or other recognized outlets of artistic production that demonstrate continued growth and influence within their field of practice.

III. Career Status Principal Lecturer

A. Criteria for Promotion to Career Status Principal Lecturer:

Promotion requires demonstrated excellence and a record of national/international recognition in SOTL and visual arts pedagogy. Applicants must submit substantial evidence of impact in teaching, scholarly output, student mentorship, and professional development as outlined in section V. **Professional Development Framework** below.

1. Portfolio Requirements:

- Updated **personal portfolio** showing nationally/internationally recognized creative, design, or scholarly contributions
- Submission of **student assignments and portfolios** that demonstrate long-term student success and professional outcomes

2. Types of Evidence:

a. Scholarship of Teaching and Learning

SOTL Pathways for Principal Lecturer may include:

- Peer-reviewed scholarship in pedagogy and creative practice
- Leadership in curriculum development or SOTL grant-funded teaching projects
- Collaborative community-engaged art workshops
- Design workshops
- Peer-reviewed SOTL publications

b. Mentorship

Evidence of Mentorship may include:

- Mentorship leading to student exhibitions, publications, or professional achievements supported with **student portfolio evidence**

c. Student Learning

Evidence of Student Learning may include:

- Portfolios of studio or design work
- Exhibition or critique performance
- Reflective journals, creative process statements
- Skill-based assessments at benchmark stages

- Faculty-submitted **student portfolios and assignments** curated as evidence of pedagogy effectiveness

d. Professional Development

Professional Development Expectation:

Faculty at the rank of Career Status Principal Lecturer are expected to demonstrate a record of distinguished and ongoing professional activity through a minimum of **three professional-level contributions**. These contributions should reflect national and/or international recognition and may include major exhibitions, significant commissions, client based creative projects, published works of artistic scholarship, curated projects, or other creative outputs that advance the discipline and enhance the reputation of the Department of Art.

B. Reappointment Criteria:

- Outstanding teaching evaluations and peer observations
- Significant dissemination of original SOTL findings
- Sustained record of exceptional achievement in teaching and student mentorship

1. Portfolio Requirements:

- Updated **personal portfolio** showing nationally/internationally recognized creative, design, or scholarly contributions
- Submission of **student assignments and portfolios** that demonstrate long-term student success and professional outcomes

2. Types of Evidence:

a. Scholarship of Teaching and Learning

SOTL Pathways for Principal Lecturer may include:

- Peer-reviewed scholarship in pedagogy and creative practice
- Leadership in curriculum development
- Leadership in SOTL grant-funded teaching projects
- Collaborative community-engaged art workshops

- Design workshops
- Peer-reviewed SOTL publications

b. Student Learning

Evidence of Student Learning may include:

- Portfolios of studio or design work
- Exhibition or critique performance
- Reflective journals, creative process statements
- Skill-based assessments at benchmark stages
- Faculty-submitted **student portfolios and assignments** curated as evidence of pedagogy effectiveness

c. Mentorship

Evidence of Mentorship may include:

- Mentorship leading to student exhibitions, publications, or professional achievements supported with **student portfolio evidence**

d. Professional Development

Professional Development Expectation:

Faculty at the rank of Career Status Principal Lecturer are expected to demonstrate a record of distinguished and ongoing professional activity through a minimum of **three professional-level contributions**. These contributions should reflect national and/or international recognition and may include major exhibitions, significant commissions, client based creative projects, published works of artistic scholarship, curated projects, or other creative outputs that advance the discipline and enhance the reputation of the Department of Art.

IV. SOTL Activities & Evidence Equivalencies

Examples of Evidence in the Visual Arts:

- **SOTL Publications & Scholarship:** Peer-reviewed SOTL articles, SOTL books, textbooks, exhibition catalogs created as teaching resources, research in pedagogy and creative practice

- **SOTL Presentations & Panels:** SOTL Conference papers, teaching workshops, peer-reviewed SOTL critiques, master classes, SOTL panels
- **Student-Focused SOTL Scholarship:** Coauthored peer-reviewed SOTL articles, pedagogical resources
- Curriculum innovation
- Design workshops

V. Professional Development Framework

Professional development for Career Status Track faculty in the Department of Art shall be defined as meaningful contributions to the professional arts community that demonstrate ongoing engagement, growth, and recognition in one's field.

Acceptable forms include, but are not limited to:

- Juried or curated **gallery exhibitions** (regional, national, or international)
- **Commissions** (public, private, or institutional)
- **Client-based creative projects** (design, digital, interdisciplinary, or applied arts work)
- Publications in **professional or scholarly journals** (including written creative works, reviews, or critical essays)
- **Curated shows** or collaborative projects in recognized venues
- Professional-level creative outputs in varied mediums (sculpture, design, photography, new media, digital art, installation, etc.)

The number of contributions expected increases with rank (minimum **one** for Probationary Lecturer, **two** for Senior Lecturer, and **three** for Principal Lecturer). Evidence of these contributions must be documented in the faculty member's **personal portfolio** and may be contextualized through critical reflection or scholarly writing.

Interior Design:

Interior Design Faculty at all status levels: In addition to the professional development mentioned above, please follow these guidelines for Continuing Education Units (CEUs):

Interior Design faculty members must complete at least ten CEUs during the academic year. These

should be aligned with objectives, content, activities, and assessments to address industry gaps and meet participant needs, in accordance with instructional goals. Requirements include relevance to Health, Safety, and Welfare (HSW) standards, compliance with format and length limits (a maximum of nine credit hours), interactivity, and instruction by qualified teachers. Approved courses must relate to interior design and aim to enhance knowledge, competence, and skills in this field.

HSW topics include:

- Building codes and regulations
- Fire and safety systems - Accessibility (ADA)
- Environmental control systems (HVAC)
- Material toxicity, flammability, and indoor air quality
- Ergonomics and human factors.

Other topics include:

- Sustainable design and green building
- Interior lighting
- Kitchen and bathroom design
- Connection to landscape architecture
- Business and ethics
- Advanced construction details
- Digital technologies and applications.

Appendix B2: Career Track Criteria for Appointment, Reappointment, Promotion and Career Status in the Department of Music

I. Probationary Career-Status-Track Lecturer

A. Initial Appointment Criteria

Criteria and Qualifications:

1. Annual evaluations must consistently be rated above average, student course evaluations, and chair/peer observations
2. Written teaching philosophy
3. Written plan for engaging in Scholarship of Teaching and Learning (SOTL)⁶
4. At least one peer-reviewed publication or creative work⁷
5. Minimum of three peer-reviewed SOTL contributions within a six-year probationary term
6. 3 years prior teaching experience at a community college or 4-year institution; equivalent experiences acceptable
7. Submission of recent course evaluations, sample syllabi, assignments/exams with rubrics, and evidence of student advising/mentoring

B. Reappointment Criteria

Reappointment as a Probationary Career Status Track Lecturer provides a period during which

⁶ Scholarship of Teaching and Learning (SOTL) encompasses: (a) staying abreast of SOTL research appropriate to the discipline (b) conducting original SOTL research (c) disseminating the SOTL findings in peer-reviewed publications

⁷ Creative works include the following types of Artistic Output: Key creative or technical roles in excerpts or full works at recognized venues. Teaching-centric workshop productions or other creative contributions. Recorded performances for recognized commercial outlets. Book or creative work reviews, program, or liner notes. Peer-reviewed original compositions or electronic media publications. Jazz, Classical, and Contemporary Popular Music (sacred and/or secular performance, Composition, Songwriting, and Conducting, in regional, national, and internationally recognized venues. Marketing and Management, Music Therapy practices, and Musicological Research. Regional showcases. Collaborative mentorship projects with students resulting in performances, presentations. Serving as a soloist, conductor, or composer. Adjudicating performances. Performance-oriented research utilizing various musical styles, sacred and/or secular (Jazz, Classical, and Contemporary Popular Styles), fulfilling the role as a performer, conductor, or composer, with the event staged in a regional, national, or internationally recognized venue.

faculty have an opportunity to demonstrate their commitment to excellent teaching and SOTL, and one during which the tenured faculty may assess the promise of the faculty member to fulfill those responsibilities.

Faculty at this rank must continue to possess appropriate academic or professional qualifications, demonstrate a track record of excellent teaching, and demonstrate high potential for achieving promotion to higher Career Status faculty ranks.

The faculty member shall present a plan for continuing engagement in SOTL and must obtain approval of the plan from the Department Chair.

The faculty member shall present evidence of peer-reviewed publications in SOTL, which are appropriate to the faculty member's academic field or in the specific teaching discipline, and which were published since initial appointment as a Probationary Career Status Track Lecturer.

Faculty are expected to achieve excellence and demonstrate promise for continued achievement in teaching and the conduct of SOTL research.

Faculty must consistently earn "Above Average" ratings on Student Course Evaluations since the initial appointment as a Probationary Career Status Track Lecturer.

Classroom observations by the Department Chair (or the Department Chair's designee) are required and must consistently be rated above average since initial appointment as a Probationary Career Status Track Lecturer.

II. Career Status Senior Lecturer

A. Criteria for Promotion from Probationary Career Status Track Lecturer to Career Status Senior Lecturer

1. Overview

Career Status Senior Lecturer is awarded to faculty who have achieved excellence and demonstrated promise for continued achievement in carrying out their faculty responsibilities.

Faculty are expected to have achieved a sustained record of excellence in Scholarship of Teaching and Learning (SOTL) and demonstrated promise for continued achievement in teaching and SOTL.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Senior Lecturer:

The Department values a demonstrated record of achievement and growth.

This record should exemplify evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in many environments outside of the formal classroom. Other pathways to SOTL excellence include clinics, mentoring, informal advising, and advancing student professional development. When accompanied by evidence of effectiveness, these activities can also support promotion in this track.

SOTL Activities and Evidence:

Applicants should submit substantial evidence of excellence in SOTL and must have a minimum of three peer-reviewed SOTL contributions within the six-year probationary term. Evidence includes but is not limited to:

- (1) SOTL Publications & Scholarship - Discipline-specific teaching centric research, SOTL grant applications, SOTL journal articles
- (2) Student Focused SOTL Scholarship - Creation of pedagogical resources (e.g., lab manuals, innovative course methodology and processes). SOTL scholarship involving student mentorship
- (3) SOTL Presentations & Panels – SOTL conference engagement and symposium development. Presentations, panels, master classes, white papers or adjudications at SOTL conferences.
- (4) Artistic SOTL Output - Teaching-centric workshop productions or other creative SOTL contributions. SOTL book review articles.

b. Excellence in Student Learning

Applicants should submit evidence of excellence in SOTL from each of the three categories below:

(1) Direct Evidence:

- Performance assessments (videos preferably or audio recordings of recitals, concerts, benchmark performances, and juries).
- Written reflections or journals detailing creative process and growth.

- Portfolios combining performance footage, rehearsal notes, and critique analyses.
- Skill-based assessments at benchmark stages.

(2) Formative Assessments:

- In-class feedback loops and reflective discussions.
- Rehearsal logs documenting iterative goals and progress.
- Micro-performances for ongoing skill demonstrations that may be during normal class and master classes.

(3) Innovative Teaching:

- **Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank to co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- **Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- **Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

B. Reappointment Criteria

1. Overview

Applicants must have achieved excellence in teaching and in the conduct of Scholarship of Teaching and Learning (SOTL). Applicants must demonstrate promise for continued achievement in teaching and in the conduct of SOTL.

Faculty are expected to have achieved a sustained record of exceptional SOTL achievement and demonstrated promise for continued achievement in teaching and SOTL.

The Career Status Senior Lecturer shall present evidence of peer-reviewed publications in SOTL as appropriate to the faculty member's academic field or in their specific teaching discipline since the initial award of Career Status or the most recent reappointment.

Faculty must consistently earn "Above Average" ratings on Student Course Evaluations since the initial award of Career Status Senior Lecturer or the most recent reappointment.

In Classroom Observation(s) by the Department Chair, or designee, the faculty member must earn consistent Above Average ratings since the initial award of Career Status or the most recent reappointment.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Senior Lecturer

The Department values a record of achievement and growth that shows evolution and innovation in teaching over time. The Department also recognizes that teaching takes place outside the formal classroom. Examples of other valuable teaching environments include clinics, mentoring, informal advising, and supporting student professional development. When there is evidence of effectiveness, these experiences can also support promotion in this track.

SOTL Activities and Evidence

Applicants should submit evidence of excellence in scholarship of teaching and learning from a minimum of 3 categories below:

- (1) SOTL Publications & Scholarship - Discipline-specific teaching centric research, SOTL grant applications, and SOTL journal articles
- (2) Student Focused SOTL Scholarship - Creation of pedagogical resources (e.g., lab manuals, innovative course methodology and processes); SOTL scholarship involving student mentorship
- (3) SOTL Presentations & Panels – SOTL conference engagement and symposium development. Presentations, panels, master classes, white papers or adjudications at SOTL conferences.
- (4) Artistic SOTL Output - Teaching centric workshop productions or other creative SOTL contributions. SOTL book review articles.

b. Excellence in Student Learning

Applicants should submit evidence of excellence in student learning from each of the three categories below:

(1) Direct Evidence:

- Performance assessments (videos preferably or audio recordings of recitals, concerts, opera workshop performances, and juries).

- Written reflections or journals detailing creative process and growth.
- Portfolios combining performance footage, rehearsal notes, and critique analyses.
- Skill-based assessments at benchmark stages.

(2) Formative Assessments:

- In-class feedback loops and reflective discussions.
- Rehearsal logs documenting iterative goals and progress.
- Micro-performances for ongoing skill demonstrations that may be during normal class and master classes.

(3) Innovative Teaching:

- **Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank to co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- **Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- **Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

III. Career Status Principal Lecturer

A. Criteria for Promotion from Career Status Senior Lecturer to Career Status Principal Lecturer

1. Overview

Career Status Principal Lecturer is awarded to faculty who have achieved excellence and demonstrated promise for continued achievement in carrying out their faculty responsibilities.

Faculty are expected to have achieved a sustained record of exceptional achievement in Scholarship of Teaching and Learning (SOTL) and demonstrated promise for continued achievement in teaching and SOTL.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Principal Lecturer

The Department values a demonstrated record of achievement and growth. This record should exemplify evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in many environments outside of the formal classroom. Other pathways to SOTL excellence include clinics, mentoring, informal advising, and advancing student professional development. When accompanied by evidence of effectiveness, these activities can also support promotion in this track.

SOTL Activities and Evidence

Applicants should submit evidence of exceptional achievement in the conduct of Scholarship of Teaching and Learning, including but not limited to:

- (1) SOTL Publications & Scholarship - Peer-reviewed research on teaching and learning methodologies. Peer-reviewed original SOTL publications
- (2) SOTL Grant activities - submission of a minimum of at least one SOTL grant application that reflects grant leadership related to teaching and learning
- (3) Collaborative teaching-centric projects with faculty or community entities
- (4) Artistic SOTL Output - Innovative teaching-centric contributions to the discipline
- (5) SOTL Presentations & Panels – SOTL conference paper presentations, regional conference presentations showcasing innovations in teaching and learning, SOTL workshops, master classes, adjudications, SOTL conference symposium leadership and/or presentation participation
- (6) Student Focused SOTL Scholarship – Collaborative SOTL research with students, such as mentorship projects resulting in SOTL presentations or co-authored SOTL articles

b. Excellence in Student Learning

Applicants should submit evidence of exceptional achievement in student learning from each of the three categories below:

(1) Direct Evidence:

- Performance assessments (videos preferably or audio recordings of recitals, concerts, opera workshop performances, and juries).
- Written reflections or journals detailing creative process and growth.
- Portfolios combining performance footage, rehearsal notes, and critique analyses.
- Skill-based assessments at benchmark stages.

(2) Formative Assessments:

- In-class feedback loops and reflective discussions.
- Rehearsal logs documenting iterative goals and progress.
- Micro-performances for ongoing skill demonstration that may be during normal class and master classes.

(3) Innovative Teaching:

- **Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank to co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- **Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- **Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

B. Reappointment Criteria

1. Overview

Applicants must provide a sustained record of exceptional achievement and demonstrate promise for continued accomplishment in both teaching and the conduct of SOTL.

Faculty must consistently earn an "Outstanding" rating from Student Course Evaluations since the initial appointment as Career Status Principal Lecturer.

Classroom Observation(s) by the Department Chair or other designee must consistently be rated as outstanding since the initial appointment as Career Status Principal Lecturer.

Faculty shall have a sustained record of disseminating original SOTL findings in peer reviewed publications since the initial appointment as Career Status Principal Lecturer.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Principal Lecturer:

The Department values a demonstrated record of achievement and growth. This record should exemplify evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in many environments outside of the formal classroom. Other pathways to SOTL excellence include clinics, mentoring, informal advising, and advancing student professional development. When accompanied by evidence of effectiveness, these activities can also support promotion in this track.

SOTL Activities and Evidence:

Applicants should submit evidence of exceptional achievement in scholarship of teaching and learning from a minimum of 4 categories below:

- (1) SOTL Publications & Scholarship - Peer-reviewed research on teaching and learning methodologies. Peer-reviewed original SOTL publications
- (2) SOTL Grant activities - submission of a minimum of at least one SOTL grant application that reflects grant leadership related to teaching and learning
- (3) Collaborative teaching centric projects with faculty or community entities
- (4) Artistic SOTL Output - Innovative teaching centric contributions to the discipline.
- (5) SOTL Presentations & Panels – SOTL conference paper presentations, regional conference presentations showcasing innovations in teaching and learning, SOTL workshops, master classes, adjudications, SOTL conference symposium leadership and/or presentation participation
- (6) Student Focused SOTL Scholarship – Collaborative SOTL research with students, such as mentorship projects resulting in SOTL presentations or co-authored SOTL articles

b. Excellence in Student Learning

Applicants should submit evidence of exceptional achievement in student learning from each of the three categories below:

(1) Direct Evidence:

- Performance assessments (videos preferably or audio recordings of recitals, concerts, opera workshop performances, and juries).
- Written reflections or journals detailing creative process and growth.
- Portfolios combining performance footage, rehearsal notes, and critique analyses.
- Skill-based assessments at benchmark stages.

(2) Formative Assessments:

- In-class feedback loops and reflective discussions.
- Rehearsal logs documenting iterative goals and progress.
- Micro-performances for ongoing skill demonstration that may be during normal class and master classes.

(3) Innovative Teaching:

- **Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank to co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- **Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- **Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

IV. SOTL Activities & Evidence Equivalencies

Activity Type	Examples
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SOTL Publications & Scholarship	Producing SOTL books, SOTL book chapters, peer-reviewed SOTL articles, lab manuals, SOTL creative practice research, SOTL case studies, and pedagogical resources (e.g., innovative course methods and processes).
SOTL Presentations & Panels	Leading SOTL symposia, presenting SOTL conference papers, and multi-media SOTL presentations, conducting SOTL workshops and master classes.
Student Focused SOTL Scholarship	Collaborative SOTL research, performance studies, and reflective and observational discourse on the learning experience.
SOTL Leadership	Leadership in curriculum innovation and in SOTL grant activity.
Artistic SOTL Output	Research focusing on the efficacy of the teaching and learning experience, comparing methodologies for performance preparation, or analysis of culturally sensitive approaches to teaching repertoire.

Appendix B3: Career Track Criteria for Appointment, Reappointment, Promotion and Career Status in the Department of Theatre Arts

I. Probationary Career-Status-Track Lecturer

A. Initial Appointment Criteria

Criteria and Qualifications:

1. Annual evaluations must consistently be rated above average, student course evaluations, and chair/peer observations
2. Written teaching philosophy
3. Written plan for engaging in Scholarship of Teaching and Learning (SOTL)⁸
4. At least one peer-reviewed publication or creative work⁹
5. Minimum of three peer-reviewed SOTL contributions within six-year probationary term
6. 3 years prior teaching experience at a community college or 4-year institution; equivalent experiences acceptable
7. Submission of recent course evaluations, sample syllabus, assignment/exam with rubric, and evidence of student advising/mentoring

B. Reappointment Criteria

Reappointment as a Probationary Career Status Track Lecturer provides a period during which faculty have an opportunity to demonstrate their commitment to excellent teaching and SOTL, and

⁸ Scholarship of Teaching and Learning (SOTL) encompasses: (a) staying abreast of SOTL research appropriate to the discipline (b) conducting original SOTL research (c) disseminating the SOTL findings in peer-reviewed publications.

⁹ Creative works include the following types of **Artistic Output**: Key creative or technical roles in excerpts or full works at recognized venues. Teaching centric workshop productions or other creative contributions. Recorded performances for recognized commercial outlets. Book or creative work reviews, program or liner notes. Innovative teaching centric contributions to the discipline: Directing, Acting, Stage and/or Production management, Design/Tech (scenic, costume, lighting, sound), music composition, concerts, choreography, dramaturgy, writing full-length works at recognized national/international venues. Peer-reviewed original compositions or electronic media publications. Student mentorship projects resulting in performances, presentations, exhibitions.

one during which the tenured faculty may assess the promise of the faculty member to fulfill those responsibilities.

Faculty at this rank must continue to possess appropriate academic or professional qualifications, demonstrate a track record of excellent teaching, and demonstrate high potential for achieving promotion to higher Career Status faculty ranks.

The faculty member shall present a plan for continuing to engage in SOTL. The plan must be approved by the Department Chair.

The faculty member shall present evidence of peer-review publications in SOTL, which are appropriate to the faculty member's academic field or in the faculty member's specific teaching discipline, and which were published since initial appointment as a Probationary Career Status Track Lecturer.

Faculty are expected to achieve excellence and demonstrate promise for continued achievement, in teaching and the conduct of SOTL research.

Student Course Evaluations shall be consistently rated above average since initial appointment as a Probationary Career Status Track Lecturer.

Classroom observations by the Department Chair (or the Department Chair's designee) are required and must consistently be rated above average since initial appointment as a Probationary Career Status Track Lecturer.

II. Career Status Senior Lecturer

A. Criteria for Promotion from Probationary Career Status Track Lecturer to Career Status Senior Lecturer

1. Overview

Career Status Senior Lecturer is awarded to faculty who have achieved excellence and demonstrated promise for continued achievement in carrying out their faculty responsibilities.

Faculty are expected to have achieved a sustained record of excellence in Scholarship of Teaching and Learning (SOTL) and demonstrated promise for continued achievement in teaching and SOTL.

2. Core Responsibilities

c. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Senior Lecturer:

The Department values a demonstrated record of achievement and growth, one that exemplifies evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in a variety of environments outside of the formal classroom. Other teaching environments that are pathways to excellence in teaching and in the conduct of Scholarship of Teaching and Learning include: clinic, mentoring, informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can also be used to support promotion in this track.

SOTL Activities and Evidence:

Applicants should submit substantial evidence of excellence in scholarship of teaching and learning and must have a minimum of three peer-reviewed SOTL contributions within the six-year probationary term. Evidence includes but is not limited to:

- (1) SOTL Publications & Scholarship - Discipline-specific teaching centric research, SOTL grant applications, SOTL journal articles
- (2) Student Focused SOTL Scholarship - Creation of pedagogical resources (e.g., lab manuals, innovative course methodology and processes). SOTL scholarship involving student mentorship
- (3) SOTL Presentations & Panels – SOTL conference engagement and symposium development. Presentations, panels, master classes, white papers or adjudications at SOTL conferences.
- (4) Artistic SOTL Output - Teaching centric workshop productions or other creative SOTL contributions. SOTL book review articles.

d. Excellence in Student Learning

Applicants should submit evidence of excellence in student learning from each of the three categories below:

(4) Direct Evidence:

- (a) Performance assessments (videos of final choreographies, juried showcases, staged scenes).
- (b) Written reflections or journals detailing creative process and growth.
- (c) Portfolios combining performance footage, rehearsal notes, and critique analyses.
- (d) Skill-based assessments at benchmark stages.

(5) Formative Assessments:

- (a) In-class feedback loops and reflective discussions.
- (b) Rehearsal logs documenting iterative goals and progress.
- (c) Micro-performances for ongoing skill demonstration.

(6) Innovative Teaching:

- (a) **Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- (b) **Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- (c) **Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

B. Reappointment Criteria

1. Overview

Applicants must have achieved excellence in teaching and in the conduct of Scholarship of Teaching and Learning (SOTL). Applicants must demonstrate promise for continued achievement in teaching and in the conduct of SOTL.

Faculty are expected to have achieved a sustained record of exceptional SOTL achievement and demonstrated promise for continued achievement in teaching and SOTL.

The Career Status Senior Lecturer shall present evidence of peer-review publications in SOTL as appropriate to the faculty members academic field or in their specific teaching discipline since the initial award of Career Status or most recent reappointment.

Student Course Evaluations shall be consistently rated above average since the initial award of Career Status Senior Lecturer or most recent reappointment.

Classroom Observation(s) by the Department Chair, or other designee, must consistently be rated above average since the initial award of Career Status or most recent reappointment.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Senior Lecturer:

The Department values a demonstrated record of achievement and growth, one that exemplifies evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in a variety of environments outside of the formal classroom. Other teaching environments that are pathways to excellence in teaching and in the conduct of Scholarship of Teaching and Learning include: clinic, mentoring, informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can also be used to support promotion in this track.

SOTL Activities and Evidence:

Applicants should submit evidence of excellence in scholarship of teaching and learning from a minimum of 3 categories below:

- (1) SOTL Publications & Scholarship - Discipline-specific teaching centric research, SOTL grant applications, and SOTL journal articles
- (2) Student Focused SOTL Scholarship - Creation of pedagogical resources (e.g., lab manuals, innovative course methodology and processes); SOTL scholarship involving student mentorship
- (3) SOTL Presentations & Panels – SOTL conference engagement and symposium development. Presentations, panels, master classes, white papers or adjudications at SOTL conferences.
- (4) Artistic SOTL Output - Teaching centric workshop productions or other creative SOTL contributions. SOTL book review articles.

b. Excellence in Student Learning

Applicants should submit evidence of excellence in student learning from each of the three categories below:

(1) Direct Evidence:

- (a) Performance assessments (videos of final choreographies, juried showcases, staged scenes).
- (b) Written reflections or journals detailing creative process and growth.
- (c) Portfolios combining performance footage, rehearsal notes, and critique analyses.

(d) Skill-based assessments at benchmark stages.

(2) Formative Assessments:

(a) In-class feedback loops and reflective discussions.

(b) Rehearsal logs documenting iterative goals and progress.

(c) Micro-performances for ongoing skill demonstration.

(3) Innovative Teaching:

(a) **Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.

(b) **Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.

(c) **Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

III. Career Status Principal Lecturer

A. Criteria for Promotion from Career Status Senior Lecturer to Career Status Principal Lecturer:

1. Overview

Career Status Principal Lecturer is awarded to faculty who have achieved excellence and demonstrated promise for continued achievement in carrying out their faculty responsibilities.

Faculty are expected to have achieved a sustained record of exceptional achievement in Scholarship of Teaching and Learning (SOTL) and demonstrated promise for continued achievement in teaching and SOTL.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Principal Lecturer:

The Department values a demonstrated record of exceptional achievement that exemplifies evolution

and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in a variety of environments outside of the formal classroom, clinic, or lab settings. Other teaching environments that are pathways to exceptional achievement in teaching and in the conduct of Scholarship of Teaching and Learning include interdisciplinary teaching centric projects, independent studies which document student growth, mentoring and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can also be used to support promotion in this track.

SOTL Activities and Evidence:

Applicants should submit substantial evidence of exceptional achievement in scholarship of teaching and learning including but not limited to:

- (1) SOTL Publications & Scholarship - Peer-reviewed research on teaching and learning methodologies. Peer-reviewed original SOTL publications
- (2) SOTL Grant activities - submission of a minimum of at least one SOTL grant application that reflects grant leadership related to teaching and learning
- (3) Collaborative teaching centric projects with faculty or community entities
- (4) Artistic SOTL Output - Innovative teaching centric contributions to the discipline
- (5) SOTL Presentations & Panels – SOTL conference paper presentations, regional conference presentations showcasing innovations in teaching and learning, SOTL workshops, master classes, adjudications, SOTL conference symposium leadership and/or presentation participation
- (6) Student Focused SOTL Scholarship – Collaborative SOTL research with students, such as mentorship projects resulting in SOTL presentations or co-authored SOTL articles

b. Excellence in Student Learning

Applicants should submit evidence of exceptional achievement in student learning from each of the three categories below:

(1) Direct Evidence:

- (a) Performance assessments (videos of final choreographies, juried showcases, staged scenes).
- (b) Written reflections or journals detailing creative process and growth.
- (c) Portfolios combining performance footage, rehearsal notes, and critique analyses.

(d) Skill-based assessments at benchmark stages.

(2) Formative Assessments:

- (a) In-class feedback loops and reflective discussions.
- (b) Rehearsal logs documenting iterative goals and progress.
- (c) Micro-performances for ongoing skill demonstration.

(3) Innovative Teaching:

- (a) Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- (b) Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- (c) Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

B. Reappointment Criteria

1. Overview

Applicants must have achieved a sustained record of exceptional achievement in the conduct of Scholarship of Teaching and Learning (SOTL). Applicants must have achieved an outstanding record of teaching and demonstrate promise for continued achievement in teaching and in the conduct of SOTL.

Faculty are expected to have achieved a sustained record of exceptional SOTL achievement and demonstrated promise for continued achievement in teaching and the conduct of SOTL.

Student Course Evaluations shall be consistently rated as outstanding since the initial appointment as Career Status Principal Lecturer.

Classroom Observation(s) by the Department Chair or other designee must consistently be rated as outstanding since the initial appointment as Career Status Principal Lecturer.

Faculty shall have a sustained record of disseminating original SOTL findings in peer reviewed publications since the initial appointment as Career Status Principal Lecturer.

2. Core Responsibilities

a. Excellence in Scholarship of Teaching and Learning

Discussion of SOTL Pathways Applicable to Principal Lecturer:

The Department values a demonstrated record of exceptional achievement that exemplifies evolution and innovation in a faculty member's teaching over time. The Department also recognizes that teaching occurs in a variety of environments outside of the formal classroom, clinic, or lab settings. Other teaching environments that are pathways to exceptional achievement in teaching and in the conduct of Scholarship of Teaching and Learning include interdisciplinary teaching centric projects, independent studies which document student growth, mentoring and advancing student professional development, especially when it is accompanied by evidence of effectiveness, can also be used to support promotion in this track.

SOTL Activities and Evidence:

Applicants should submit evidence of exceptional achievement in scholarship of teaching and learning from a minimum of 4 categories below:

- (1) SOTL Publications & Scholarship - Peer-reviewed research on teaching and learning methodologies. Peer-reviewed original SOTL publications
- (2) SOTL Grant activities - submission of a minimum of at least one SOTL grant application that reflects grant leadership related to teaching and learning
- (3) Collaborative teaching centric projects with faculty or community entities
- (4) Artistic SOTL Output - Innovative teaching centric contributions to the discipline.
- (5) SOTL Presentations & Panels – SOTL conference paper presentations, regional conference presentations showcasing innovations in teaching and learning, SOTL workshops, master classes, adjudications, SOTL conference symposium leadership and/or presentation participation
- (6) Student Focused SOTL Scholarship – Collaborative SOTL research with students, such as mentorship projects resulting in SOTL presentations or co-authored SOTL articles

b. Excellence in Student Learning

Applicants should submit evidence of exceptional achievement in student learning from each of the three categories below:

(1) Direct Evidence:

- (a) Performance assessments (videos of final choreographies, juried showcases, staged scenes).
- (b) Written reflections or journals detailing creative process and growth.
- (c) Portfolios combining performance footage, rehearsal notes, and critique analyses.
- (d) Skill-based assessments at benchmark stages.

(2) Formative Assessments:

- (a) In-class feedback loops and reflective discussions.
- (b) Rehearsal logs documenting iterative goals and progress.
- (c) Micro-performances for ongoing skill demonstration.

(3) Innovative Teaching:

- (a) Classroom Teaching:** Any Level Career Status Track Lecturer paired with a Tenure Track Rank co-teach a chosen area of specialty and critical theory seminar, modeling interdisciplinary collaboration.
- (b) Student Development:** Joint mentorship programs pair Career Status Track faculty's industry connections with Tenure-Track faculty's research expertise, enhancing both professional and academic outcomes.
- (c) Immersive Teaching:** Team-based immersive labs (e.g., projection mapping, community-engaged devised performances) that become a signature course or special topics course.

IV. SOTL Activities & Evidence Equivalencies

Activity Type	Examples
SOTL Publications & Scholarship	Peer-reviewed SOTL articles, SOTL book chapters, lab manuals, SOTL creative practice research, reflective essays on teaching approaches, SOTL grants.

SOTL Presentations & Panels	SOTL conference papers, SOTL workshops, master classes, adjudications, SOTL symposium leadership.
Student Focused SOTL Scholarship	Collaborative SOTL research with students, mentorship projects resulting in SOTL-focused conference presentations/exhibitions, coauthored SOTL articles. Creation of pedagogical resources (e.g., lab manuals, innovative course methodology and processes)
SOTL Leadership	Curriculum innovation leadership, SOTL grant leadership related to teaching and learning.
Artistic SOTL Output	Innovative teaching centric contributions to the discipline. Teaching centric workshop productions or other creative SOTL contributions. SOTL book review articles