



COLLEGE OF FINE ARTS & COMMUNICATION  
**LAMAR UNIVERSITY**  
Department of Art & Design

### **Guidelines for Tenure & Promotion**

In adherence to Lamar University’s Academic Affairs policies on tenure and promotion, the Department of Art & Design outlines discipline specific standards, criteria, and processes within this document. The departmental guidelines for tenure and promotion identifies expectations in the Department of Art & Design for the areas of *teaching and instructional activities; research, publication, scholarship, and/or creative activities; and professional service to the discipline, university, and/or community*. Faculty members are required to excel in these areas while maintaining professionalism and supporting the missions of the Department of Art & Design, the College of Fine Arts & Communication, and Lamar University.

#### **Departmental Mission Statement**

The Department of Art & Design seeks to nurture and empower the individual artistic practice, academic development, and personal growth of its diverse student body through innovative curricula in design, studio art, art history, art theory, and art education. Nationally recognized, the Department of Art & Design impacts and transforms the local community and beyond through community engagement activities, innovative academic programs, the creative and scholarly achievements of its faculty, and the educational and professional accomplishments of its students and alumni. Locally committed and globally engaged, the Department of Art & Design prepares its students for professional careers.

#### **College Mission Statement**

The College of Fine Arts & Communication strives to create a supporting ecology that fosters student learning, career readiness, and cutting-edge scholarship.

#### **University Mission Statement**

Lamar University strives to educate leaders, demonstrate excellence in student learning and career readiness, and pursue research with relevance.

#### **Effective September 1, 2024**

In accordance with “Tenure and Promotion of Tenure-Track and Tenured Non-Library Faculty.” [MAPP 02.02.27]

The College of Fine Arts and Communication at Lamar University has established an academic process to enhance teaching proficiency, effectiveness, and professional growth. This structured approach involves a series of evaluations, observations, and reviews, emphasizing the significance of both required and optional components within the context of faculty development. By fostering continuous improvement and providing objective assessments, these processes contribute to the overall quality of education and support tenure and promotion decisions, ensuring that faculty members are equipped to excel in their teaching roles and contribute meaningfully to the academic community.

In the first year, faculty members undergo a comprehensive process that includes both a CTLE (Center for Teaching and Learning Excellence) observation and a syllabus review. During the CTLE observation, the faculty member's class is observed, and the syllabus for the specific course being taught is reviewed. Additionally, the course materials available on Blackboard (or the current Learning Management System) are evaluated. It is crucial to schedule this observation with CTLE within the first three weeks of the semester. The completion deadline for the observation and syllabus review is November 30. Furthermore, during the spring semester, faculty members must undergo at least one observation conducted by their department chair.

The observation and feedback process benefits faculty members by promoting professional development, ensuring accountability, and providing objective assessments. It contributes to tenure and promotion decisions by offering evidence of teaching effectiveness and improvement over time. All Chairs (Years 1 & 3) and Committees (Years 2 & 4) in the College of Fine Arts and Communication (COFAC) use the "Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form." This form provides a structured framework for evaluating teaching practices. Over the 5-year period, the average score of observations (combined Chair and Committee) should be at least 3.5. Demonstrating improvement over time is essential for tenure and promotion. All observations must be completed by April 30. If a department lacks personnel to form a committee for the 2nd- and 4th-year Reviews, the Dean will assemble a committee. Adhering to these processes ensures continuous improvement in teaching effectiveness and contributes to the overall quality of education within the academic community.

In the second year, faculty members follow Lamar University guidelines for the 2nd-year review. Specific criteria and expectations are outlined to assess teaching proficiency and effectiveness. In the third year, which is like the first year, faculty members repeat the process of CTLE observation and syllabus review, but this time for a different course. The goal remains consistent: to ensure effective teaching practices and alignment with course objectives. During the fourth year, faculty members follow Lamar University guidelines for the 4th-year review. This review evaluates teaching effectiveness, research contributions, and overall performance.

In the fifth year, faculty members begin preparing their tenure & promotion portfolio for submission in the sixth year. These materials play a crucial role in tenure and promotion decisions. The faculty member may want to ask the chair and one or more faculty members, who have recently submitted a portfolio, to provide unofficial feedback on the portfolio. The recommended timeline is to provide someone with at least one month to review the portfolio. Additionally, the faculty member may want to request to see the portfolio of someone who has recently matriculated through the process.

The structured evaluation and feedback process in the College of Fine Arts and Communication at Lamar University aims to enhance the educational experience for students. Through detailed assessments, syllabi reviews, and peer evaluations, the program fosters effective teaching practices and continuous improvement. This focus on continuous improvement directly benefits students, providing them with high-quality education and fostering an engaging, supportive learning environment. As faculty members develop through this process, they are better equipped to inspire and educate, contributing to the success of both them and their students.

## **TEACHING**

### **Tenure & Promotion from Assistant Professor to Associate Professor**

**Year 1: Fall** CTLE observation and syllabus review

- CTLE observation of class includes syllabus review for the course being observed and review of course on Blackboard (or current Learning Management System)
- Schedule with CTLE within 1<sup>st</sup> three weeks of the semester
- Must complete the observation and syllabus review by November 30<sup>th</sup>

**Spring** Chair observation(s): Minimum of one observation required

**Year 2:** 2<sup>nd</sup>-Year Review: See Lamar University guidelines

**Year 3: Fall** CTLE observation and syllabus review (same process as Year 1 but different course)

**Spring** Chair observation(s): Minimum of one observation required

**Year 4:** 4<sup>th</sup>-Year Review: See Lamar University guidelines

**Year 5:** Preparation of materials to submit in fall of Year 6

Chair (years 1 & 3) and Committee (years 2 & 4) Observations

- “Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form” used by all Chairs (years 1 & 3) and Committees (years 2 & 4) in COFAC (not CTLE or external reviewer)
- The Observer(s), whether chair, committee, or committee member, is required to attend class from the start time to the end time.
- The average score of the observations (Chair and Committee combined) at the end of 5 years should be at least 3.5 to meet minimum requirements for tenure and promotion with evidence of improvement over time.
- Must be completed by April 30<sup>th</sup>
- Committee Members (years 2 & 4)
  - If a department lacks personnel to fill a committee for the 2<sup>nd</sup>- and 4<sup>th</sup>-year Reviews, the Dean will have a committee available as follows:
    - COFAC Fine Arts Personnel Committee consisting of a combination of three Associate Professors and/or Professors from Art & Design, Music, Theatre & Dance
    - COFAC Communication Personnel Committee consisting of a combination of three Associate Professors and/or Professors from Communication & Media, Deaf Studies & Deaf Education, Speech & Hearing Sciences

Annual review areas of assessment in the Teaching section of the annual review (F2.08)

1. Faculty member's knowledge of his /her teaching field and ability to articulate this knowledge.
2. Significant contributions to the development of courses, curricula and other teaching activities.
3. Student Evaluations, Peer Evaluations or other external review of teaching.

4. Other [Note: The result of course evaluation by students is only one factor considered in the evaluation of teaching. While not a comprehensive list, other appropriate contributions upon which the annual evaluation may be based include: documented course improvement and/or development; participation in assessment and learning improvement activities for the major or core curriculum; completion of professional development activities related to teaching; direction of undergraduate research/scholarship/creative activity projects, honors and master's theses, and dissertations (publications and grants resulting from these activities should be included in Section II of the F2.08); effective advisement and mentoring of students; teaching of new courses; teaching at non-standard times (e.g., nights, weekends). In addition, peer evaluation of classes and/or submission of a teaching portfolio that demonstrates the connections between course description, objectives, teaching content and learner activities are evaluation approaches that may be used by chairs and deans.]

## **TEACHING**

### **Promotion from Associate Professor to Professor**

#### **Year 1: Chair observation(s)**

- “Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form” used by all Chairs in COFAC (not CTLE or external reviewer)
- The Chair is required to attend class from the start time to the end time.
- The average score of the Chair observation(s) at the end of 5 years should be at least 4.0 to meet minimum requirements for tenure and promotion with evidence of improvement over time.
- Must be completed in the fall or spring semester and no later than April 30<sup>th</sup>
- If Chair is Associate Professor, a Professor in the department (or in the college, if no Professor is available in the department) will complete the observation(s) in lieu of the Chair.

#### **Year 2: No observation**

#### **Year 3: Chair observation(s) (same as year 1)**

#### **Year 4: Center for Teaching and Learning (CTLE) observation and syllabus review**

- CTLE observation, syllabus review, and review of a single course chosen by the Associate Professor on Blackboard (or current Learning Management System) not reviewed previously unless all courses have been reviewed.
  - Schedule with CTLE within 1<sup>st</sup> three weeks of the semester
  - Must complete the observation and syllabus review by November 30<sup>th</sup>
- External Reviewer for Year 5 deadline: October 1<sup>st</sup> in Fall of Year 4. Associate Professor must notify their Chair and Dean via email that they will be submitting their Dossier for promotion to Professor in the following/next fall semester. (*See RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES for more information*)

Note: Years 1 – 4 will be repeated until it is decided to apply for Professor at which time Year 5 (External Review) will be completed.

#### Annual review areas of assessment in the Teaching section of the annual review (F2.08)

1. Faculty member's knowledge of his /her teaching field and ability to articulate this knowledge.
2. Significant contributions to the development of courses, curricula and other teaching activities.
3. Student Evaluations, Peer Evaluations or other external review of teaching.
4. Other [Note: The result of course evaluation by students is only one factor considered in the evaluation of teaching. While not a comprehensive list, other appropriate contributions upon which the annual evaluation may be based include: documented course improvement and/or development; participation in assessment and learning improvement activities for the major or core curriculum; completion of professional development activities related to teaching; direction of undergraduate research/scholarship/creative activity projects, honors and master's theses, and dissertations (publications and grants resulting from these activities should be included in Section II of the F2.08); effective advisement and mentoring of students; teaching of new courses; teaching at non-standard times (e.g., nights, weekends). In addition, peer evaluation of classes and/or submission of a teaching portfolio that demonstrates the connections between course description, objectives, teaching content and learner activities are evaluation approaches that may be used by chairs and deans.]

## ***Teaching Proficiency and Effectiveness - Tenure and Promotion Observation Form***

Teaching Average Score: \_\_\_\_\_

Learning Average Score: \_\_\_\_\_

T&L Average Score: \_\_\_\_\_

1 = Very Poor; Needs serious substantial improvement

2 = Poor; Needs substantial improvement

3 = Moderate; Needs a fair amount of improvement

4 = Good; Needs Some improvement

5 = Excellent; Needs little improvement

**TEACHING: Faculty member's knowledge of his/her teaching field and ability to articulate this knowledge.**

<b>Develops an Engaging Learning Space</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
<i>Begins with appropriate introduction</i>							
<i>Connects content to prior/future learning (Not using transitions between subtopics to help students see the connection between them)</i>							
Presents content in appropriate sequence							
Provides explanation for application of content							

<b>Communicates Effectively</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
<i>Avoids reading directly from notes, PowerPoint, etc.</i>							
<i>Avoids too much information on slides</i>							
<i>Pace of presentations/speaking (avoids talking too fast)</i>							
<i>Uses students' names and makes eye contact</i>							
Explains content/tasks clearly							
Stresses important points							
Answers questions well							
Produces clear materials (handout, PowerPoint, writing on board, etc.)							

<b>Creates a Supportive Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
<i>Returns tests/assignments at middle (or later) of time in class</i>							
<i>Appropriate use of time (begins/ends on time)</i>							
<i>Acknowledges student comments/questions</i>							
<i>Avoids sarcasm and negative (off topic) criticism</i>							
<i>Establishes a climate of courtesy</i>							
<i>Encourages reluctant students</i>							
<i>Establishes and maintains positive rapport</i>							



---

**LEARNING: Significant contributions to the development of courses, curricula and other teaching activities.**

<b>Fosters Student Engagement through Participation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
Interacts with student groups/individuals appropriately (if divided into groups or working individually)							
Solicits student participation (questioning, pair/group work, etc.)							
Provides time for response							

<b>Delivers Feedback on Student Development during Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
Communicates learning expectations to the class							
Reinforces correct responses, performances, demonstrations, etc. to the student							
Provides corrective feedback or clarification							

<b>Motivates Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>	<b>Comments</b>
Relates content to interests/experiences							
Emphasizes the value/importance of the activity/content							

Note: The *italicized* entries are identified as the most "common--but easily correctable--mistakes" especially among those early in teaching careers. (Ismail, Buskit, & Gorcia, 2012)

Ismail, E. A., Buskist, W., & Groccia, J. E. (2012). Peer Review of Teaching. In M. E. Kite (Ed.), *Effective evaluation of teaching: A guide for faculty and administrators*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/evals2012/index.php>

## **RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES**

The following notes apply to all faculty members and departments in the College of Fine Arts & Communication.

1. Lamar University designation as the faculty members institution.
  - a. Research, Publication, Scholarship, and/or Creative Activities that denote any university other than Lamar University for the faculty member representing Lamar University will not be applied to satisfy minimum requirements for Tenure & Promotion to Associate Professor or Promotion to Professor.
  - b. Research, Publication, Scholarship, and/or Creative Activities completed in the duration of “time toward tenure” prior to joining Lamar University can be considered but may not be counted toward the minimum requirement.
  
2. Ongoing, annual continuity
  - a. Evidence in annual reviews consistently demonstrates the ongoing or continual nature of research, scholarship, or creative activities.
  
3. Year 5 (Associate Professor to Professor only): Spring External Reviewer
  - External Reviewer for Year 5 deadline: October 1<sup>st</sup> in Fall of Year 4. (see Teaching)
  - The external reviewer will assess Research, Scholarship, Creative Activities.
  - The external reviewer must be tenured and at the rank of Professor at an institution of higher education.
  - In accordance with “Promotion to Professor – External Reviewers.” [MAPP 02.02.31]

## Department of Art & Design

3/2024

### *Performance Standards for Tenure Review, Promotion Review, and Merit Pay Review.*

In accordance with Lamar University policies found in the Faculty Handbook and those of the College of Fine Arts and Communications, the Department of Art & Design has adopted the following standards for faculty performance to be used for the purposes of tenure review, promotion, and the determination of merit pay. Maintaining the published mission and goals of the university, college, and the department, the areas of assessment will be Teaching, Research and Creative Activity, and Service.

The department's standard activity range for a full-time faculty member (based on the standard University work week) will be divided at a rate of 45% in teaching, 40% in research and creative activity, and 15% in service activities. It is understood that individual faculty members can elect at the beginning of the calendar year, after consultation and with the approval of the department chair through the F2.08 annual review process, to adjust activities to fit the following ranges: 40-60% Teaching, 20-40% Research, and 10-30% Service; with a faculty workload totaling 100%. It is expected that a full-time, tenure-track faculty member weight his/her load in the areas of teaching and research/creative activity at 45%/40%. Tenured, full-time faculty can, after consultation and with the approval of the department chair, elect to weight activities according to their demonstrated strengths as stated in the Faculty Handbook. However, in keeping with university policy in the faculty handbook, it is anticipated that those seeking or holding the rank of Professor will place greatest emphasis on research activities.

Annually as specified in the Faculty Handbook, the department chair will evaluate each tenured and tenure track faculty member using the F2.08 form. The reported activity in sections I, II, and III of the F2.08 will be evaluated using the following language: Exemplary Performance (5), High Performance (4), Adequate Performance (3), Marginal Performance (2), and Unsatisfactory Performance (1). Category evaluations will be determined by considering both the quantity and quality of activities in that report category in relation to the workload percentages developed in consultation with the chair at the beginning of the evaluation period. Merit award level will be evaluated using the following language: Highest Merit (4.6-5), High Merit (4-4.59), Merit (3-3.99), No Merit (2-2.99), and No Raise (1.0-1.99). The absence of reported activity in a category will be considered Unsatisfactory Performance. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching, scholarly/creative/professional activity, and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistent high level of accomplishment overall. Those achieving Adequate Performance and above will be recognized as "satisfactory" in their performance.

The Lamar University Department of Art & Design is comprised of faculty in the areas of Studio Art, Graphic Design, Art Education, and Art History. Distinct research and creative activity are defined in **Section II** of this document. Acceptable activity presented is not an exhaustive list. The faculty member may add items or activities not listed with the prior review and approval of the department chair.

For the purposes of promotion and tenure, applicants must follow university Promotion and Tenure guidelines for documentation and process and must meet calendar deadlines.

Written evaluations by tenured external peer reviewers of observed teaching or results of teaching effectiveness are encouraged for the purposes of tenure and promotion **only**. Promotion and tenure candidates should work with the department chair in obtaining these.

Faculty should avoid double listing of reported activities in the F2.08 document when possible.

## **Performance Benchmarks for Research and Creative Activity**

A faculty member's Research and Creative Activity agenda may include any combination of listed activity featured in the Performance Standards. In the category of Research and Creative Activity, three significant activities accomplished per year represent Adequate Performance (3). These may be any combination of listed activity including adjudicated, invitational, or faculty-initiated accomplishments. Four to six adjudicated, invitational, or faculty-initiated activities with at least one at the regional or national level accomplished annually represent High Performance (4). Five or greater adjudicated, invitational, or faculty-initiated activities with at least two at the national or international level represent Exemplary Performance (5). Significant student engagement with research such as serving on four or more Senior Thesis committees annually or one or more OUR/McNair student mentorship annually, is equivalent to one adjudicated, invitational, or faculty-initiated activity. In addition to these quantitative benchmarks, qualitative assessment may weight reported accomplishments above the cited benchmarks.

*March 28<sup>th</sup>, 2024*

## **RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES** (40% standard; 20-40% range)

Tenure-track faculty seeking tenure and the rank of **Associate Professor** are expected to demonstrate recognized scholarly production, research, and professional achievement.

Tenured faculty seeking the rank of **Professor** are expected to demonstrate sustained scholarly production, research, and professional achievement.

A faculty member's Research and Creative Activity agenda may include any combination of listed activity featured in the Performance Standards. In the category of Research and Creative Activity, three significant activities accomplished per year represent Adequate Performance (3). These may be any combination of listed activity including adjudicated, invitational, or faculty-initiated accomplishments. Four to six adjudicated, invitational, or faculty-initiated activities with at least one at the regional or national level accomplished annually represent High Performance (4). Five or greater adjudicated, invitational, or faculty-initiated activities with at least two at the national or international level represent Exemplary Performance (5). Significant student engagement with research such as serving on four or more Senior Thesis committees annually or one or more OUR/McNair student mentorship annually, is equivalent to one adjudicated, invitational, or faculty-initiated activity. In addition to these quantitative benchmarks, qualitative assessment may weight reported accomplishments above the cited benchmarks.

### **Expectations**

Faculty members may direct their scholarship/creative work to applied and engaged scholarship as well as basic research or creative activity. As in the case of basic research or creative activity, applied or engaged scholarship is to be evaluated according to its quality, significance, and impact on the discipline and the community. In assessing the impact of applied or engaged scholarship, evaluations by community partners as well as academic and professional experts shall be considered probative. Participation in institutionally initiated outreach activities, applied research, and private consulting may be a significant component of a faculty member's outreach. Reported performance indicators must include significance and scope of the activity; role of the faculty member in the activity; and documentation of specific contributions and accomplishments. Faculty participation on Senior Thesis committees is expected of all department tenured and tenure track faculty and is listed in this section as noted below. Sustained membership in and engagement with direction of student theses is expected.

For the purposes of determining the extent and quality of participation in Research, Publication, Scholarship, and/or Creative Activities, the Department Chair will consider the following categories according to the faculty member's area of appointment: Art Education, Art History, Graphic Design, and Studio Art. The quality of Research/ Creative Activity shall be evaluated as to its contribution and significance to the discipline and weighted highest at the national and international level, followed by regional, state, and local activity. Evaluation factors in determining significance may include relative reputation of venue, curator, or juror of event; adjudicated recognition for the work including award; selection of multiple works in an event; type of event such as large group, small group, or one person exhibition; the ratio of submitted to accepted works when published; and the reputation of other participants in the event. Selection process with invitational exhibitions,

lectures, workshops, curation of exhibitions, publications and panel discussions may be weighted higher than adjudicated events according to the nature of activity.

For those not specifically cited below, the faculty member is expected to provide a clear, brief discussion of the significance of these activities within their research and creative activities practice in this document.

Refereed items will be indicated with an asterisk, and invited items will be denoted with a pound sign (#) for presentations, publications, and exhibitions.

Listed items should follow a standard curriculum vitae listing format and include exhibition title, exhibition location, exhibition dates, exhibition juror/curator submission and acceptance data when published; and awards given.

## **Performance Indicators**

### **GUIDELINES BY DISCIPLINARY AREA**

The Department of Art & Design recognizes that practicing artists, designers, art educators and art historians working in digital media need to spend time researching new technology. While it is desirable that over longer periods faculty produce and disseminate work, it is expected that there will be some years in which faculty research is primarily in the form of developing new skills. For evaluation purposes, various forms of dissemination beyond those common in these fields should also be considered appropriate including nontraditional exhibition opportunities and the publication of work in electronic form. Other contributions to the development of the field, such as work with software and hardware developers, publications on the emerging aesthetics and other new dialogues in digital media, formal academic research into educational and artistic concerns surrounding art and technology, and presentations and publications resulting from this inquiry, will be given consideration.

#### **Art History**

The primary domain for evaluation of research activity in art history is publication. Research and writing intensive single author publications are the norm for art history, though collaborative publications are encouraged. Appropriate publications include books, textbooks, book chapters, manuals, monographs, exhibition catalogues, edited volumes, articles in recognized scholarly journals, editorships of professional/scholarly journals, regular frequent columns or contributed to appropriate professional publications, encyclopedia entries, essays and entries in exhibition catalogues edited by others, reviews of books or exhibitions. Recognized activity additionally includes presentation of scholarly papers at professional conferences, participation on panels and in programs at symposia, conferences, and meetings of professional organizations, and consultantships. In addition, the organization and curation of originating exhibitions should also be recognized as a scholarly activity that often, though not always, results in the publication of a brochure or catalogue to accompany the exhibition.

Other activity appropriate for consideration in this category includes documented evidence of in-progress writing and unpublished manuscripts; participation in professional organizations appropriate to research/creative activities; reports of tangible accomplishments resulting from professional travel related to field of expertise; and evidence of other professional development activities appropriate to research/creative activities.

## **Art Education**

Research and creative activity can encompass several areas that include both publications and exhibitions. A faculty member in Art Education may choose to maintain a research agenda that comprises both writing for publication and creative activity for exhibitions or may emphasize originating exhibitions or publications. Appropriate publications include books, edited volumes, articles in recognized scholarly journals, editorships, regular or frequent columns contributed to appropriate professional publications, publications in conference proceedings, reviews of books or exhibitions, scholarly papers presented, and workshops led at professional conferences, and consultantships. In addition, organizing and curating of exhibitions appropriate to the concerns of art education should be recognized as scholarly activity that often, though not always, results in the publication of a catalogue or brochure to accompany the exhibition.

Guidelines for creative activities would be identical to those for faculty in studio arts: an exhibition record that includes competitions, invitational exhibitions, representation by commercial galleries, one-person exhibitions, group exhibitions, significant commissions, and representation in major public and/or private collections. The faculty member should document the type of exhibition in which participation took place whether local, regional, national, or international in scope; jurors; and awards given.

When research activities take place in educational or clinical settings, distinctions between research and professional service may be more difficult to determine. In such instances, it is incumbent upon the faculty member to explain the research/service relationship.

Other activity appropriate for consideration in this category includes documented in detail evidence of in-progress writing, unpublished manuscripts; exploration of new materials, processes and techniques; participation in professional organizations appropriate to research/creative activities; reports of tangible accomplishments as a result of professional travel related to field of expertise; and evidence of other professional development activities appropriate to research/ creative activities.



## **Graphic Design**

In the field of Graphic Design, the equivalent to juried fine art exhibitions are juried competitions that result in publications and sometimes exhibitions. These competitions are sponsored by reputable design organizations or publications and are often published as Annuals. A very select group of design organizations offer actual exhibitions that supplement the publication. When awards are offered, they indicate additional recognition of the significance of the award-winning design(s). Multiple publication, exhibition, or award recognition for a single body of work or single work demonstrates added significance of the work. Peer adjudicated acceptance, publication and exhibition via electronic media is recognized and weighted based on the reputation of the publication venue and its influence on the field.

The design of new typographic alphabets (i.e., typefaces) is a significant area of creative activity. The faculty member working in this area may exhibit new typeface designs in juried competitions and be featured in recognized design publications and annuals. In addition, a typeface design may be selected for representation by one or more recognized type companies, and this should be considered a significant publishing venue.

Often designers also have opportunities to publish on the topics of design, pedagogy, technology, and other topics related to graphic design and the teaching of design. Critical essays, book, or exhibition reviews, writing of textbooks, magazine/journal articles, chapters in design texts or collections of essays, are all recognized forms of publishing in the design area. In addition, delivering papers or serving as a panelist at recognized design or academic conferences is considered the equivalent of publication.

When a design faculty has his/her own design practice, the nature of his/her clients provides some indication of the quality of the work done and should be considered analogous to having work accepted in a juried exhibition. More weight is generally given to clients with national or international presence, followed by regional, state, then local. This is especially true when the faculty member has won the account of a major corporation through a regional or national competition. The relative reputation of the client along with the extent of the work done is considered when evaluating the significance of the activity.

The Department of Art & Design also recognizes that practicing designers need to spend time researching new technology—especially computer technology and software, and the extent to which this research impinges upon, or otherwise affects, creative output should be considered in any evaluation of the faculty member's activity.

For example, the Internet has become one of the most important venues for publishing in the field of design. (The College Arts Bulletin has described the web as “the most central venue for developing and displaying interactive visual materials.”) The viability of the web as a creative venue is demonstrated by the fact that virtually all juried and non-juried graphic design competitions sponsored by major design journals and trade books now have a web-design category in the competition. Creation of web pages and their subsequent “exhibition” in design competitions should therefore be regarded as the equivalent of any other creative activity in design.

## **Studio Art**

All Department of Art & Design studio faculty are expected to demonstrate evidence of continuous progress towards the development and completion of scholarly and/or creative projects evidenced in the production of new work. Variables in production time and mobility of various types of work are considered in assessing creative productivity.

The primary domain for evaluation of a studio faculty/artist's creative activity is his/her exhibition record, which would include competitions, invitational exhibitions, representation by commercial galleries, one- person exhibitions, group exhibitions,

participation in themed portfolios, significant commissions, electronic media venues and online galleries, traveling exhibitions, and representation in major public and/or private collections. The significance of a work's acquisition is based on the reputation and significance of the public (museum or collection) or private (individual) collector relative to the discipline. Traveling exhibitions are given additional weight based on the reputation of the venues and significance to the discipline. Inclusion of work in online archives and digital libraries are given additional weight based on the reputation and significance of the collection relative to the discipline. The faculty member must document the type of exhibition in which he/she participated (whether local, regional, national, or international in scope; jurors; submission and acceptance data when published; and awards given). Recognition of a faculty member's work by his/her peers in the art world comes in the form of invitations to conduct workshops or to lecture about one's work, and in publications about the work written by other art professionals.

Another domain in which faculty in the studio arts may be evaluated is that of scholarly publications and papers presented at professional conferences and symposia. Standards for this activity are in keeping with other disciplines in the department and college.

The Department of Art & Design also recognizes that practicing artists in certain areas need to spend time researching new technology, and the extent to which this research impinges upon, or otherwise affects, creative output should be considered in any evaluation of the faculty member's activity.

### **Outline (F2.08)**

1. Publications: articles, books, textbooks or manuals, chapters of a book

*List activities completed during the review period such as:*

- *Exhibition reviews,*
- *Critical articles,*
- *Scholarly papers,*
- *Books,*
- *Exhibition or museum catalogues,*
- *Other educational materials.*

2. Scholarly/Professional works

*List activities completed during the review period such as exhibitions, invited lectures, and invited workshop presentations:*

**SAMPLE EXHIBITION LISTING:**

2024 *Connections International*, March 1<sup>st</sup> – April 22<sup>nd</sup>, Urban Art League, Buffalo, New York, Juror: Dr. Joe Smith, Director, Museum of Contemporary Art, Atlanta, Georgia.  
(international juried)

*One of 62 works selected from 558 entries submitted by 234 artists from 29 states and 4 countries.*

3. Scholarly papers presented at professional meetings (conferences and or symposiums)
  - A. Invited Lectures:
  - B. Contributed Presentation:
    - i. Off-campus:
    - ii. On-campus:

*Note: Listing should follow a standard curriculum vitae format and include lecture title, any co-presenters, event, location, and dates.*

4. Service as a commentator, panelist, or discussant at professional meetings.

*List activities completed during the review period such as:*

**SAMPLE CONFERENCE LISTING:**

- 2022 Participant, National Association of Schools of Art and Design, 78<sup>th</sup> Annual Meeting, October 12<sup>th</sup>–15<sup>th</sup>, Hyatt Regency Jacksonville Riverfront, Jacksonville, Florida.
- Site Visitor Training, Pre-Meeting Workshop: The NASAD Handbook – Working with National Standards and Guidelines, Wednesday, October 12<sup>th</sup>.

5. Maintenance of a current perspective in discipline through attendance at professional meetings, workshops, seminars, or credit courses, and completion of additional graduate work, degrees, or certificates.

*List activities completed during the review period such as:*

**SAMPLE CONFERENCE LISTING:**

- 2022 Attendant, College Art Association, College Art Association 110<sup>th</sup> Annual Conference, February 16<sup>th</sup> – 19<sup>th</sup> (virtual, national).

6. Direction and leadership of extra-curricular seminars, workshops, demonstrations, or comparable creative activities (not related to regular classroom teaching).

*List activities completed during the review period using a standard curriculum vitae format and include title, location, and dates.*

7. List of funded research and scholarly activities by title, funding source, amount, and period of funding.
  - A. Funded:
  - B. Under Review:

*Note: Listing should follow a standard curriculum vitae format and include title, location, and dates. External grant/funding opportunities related to teaching or facilities improvements is listed here.*

8. List of non-funded research and scholarly activities.

**SAMPLE LISTING:**

- List number of new works created (including edition numbers as applicable).
- List number of exhibitions entered and number of acceptances.
- List external workshops attended in support of research and creative activity output.
- List amounts spent on creative activity (optional).

9. Direction of theses, dissertations, and undergraduate research projects, as well as service on committees:

- A. Dissertations (Chair):
- B. Masters' Theses (Chair):
- C. Honors Theses:
- D. Undergraduate Research Projects:

*List extra-curricular research conducted as part of a formal program on or off campus such as undergraduate research funded through the Lamar Office of Undergraduate Research (OUR). Listings in this section **do not** include Senior Thesis or Directed Individual Studies course research. Listing should include:*

- Student name,
- Title of project,
- Discipline,
- Date, and
- Funding associated if applicable.

- E. Graduate and Undergraduate (specify) Committees:  
*List Senior Thesis undergraduate committee service in this section.*

**SAMPLE LISTING:**

**Undergraduate Research Projects:**

*During the CY2022 period, there were a total of 31 students attempting to complete a Senior Thesis project in the department in both BFA degree programs, Graphic Design and Studio Art. Twenty students were enrolled in ARTS4399 during Spring 2022, and eleven students were enrolled in the course during Fall 2022. I served as a member on 9 committees, or 29% of all BFA degree program committees during CY2022. Most students successfully completed their senior thesis with one requiring additional time to finish paper. There were one in painting, one in drawing, two in sculpture, and five in graphic design.*

- Chair, Undergraduate Senior Thesis Committee, B.F.A. Studio Art, Painting Concentration (**Spring 2022 – 2, Fall 2022 – 1**)
- Member (including chaired committees), Undergraduate Senior Thesis Committees(s), B.F.A. Studio Art, Painting, Drawing, and Sculpture Concentrations, and Graphic Design, Department of Art & Design, (**Number of Committees - Spring 2022 - 5, Fall 2022 - 4**)

10. Other:

- A. Collaborative creative efforts appropriate to the profession.
- B. Significant commissions and/or freelance work.
- C. Works selected by recognized institutions for their collections.

**PROFESSIONAL SERVICE TO THE DISCIPLINE, UNIVERSITY, COMMUNITY**  
**College of Fine Arts & Communication**  
**Tenure & Promotion from Assistant Professor to Associate Professor**

Service is broadly construed as the commitment to providing support to the University community, the broader society, and a faculty member's selected academic field, extending beyond the confines of their official teaching and/or research roles.

Satisfying the minimum performance criteria outlined for tenure or promotion does not assure tenure or promotion. The candidate's contributions to not only the department's mission, but also the College of Fine Arts & Communication's (COFAC) mission weigh heavily. Tenure and promotion to Associate Professor necessitates increased service and collaboration skills, demonstrating the ability to amalgamate differing experiences and awarenesses present within a committee. Individuals at all levels must fulfill their responsibilities collegially and professionally towards students, staff, faculty, and the public. Professional Service is limited to service that is unpaid.

**To be considered for Associate Professor with tenure, applicants must maintain an average Service score of 3.5 on all F2.08s since their last promotion. For stronger consideration, applicants must maintain a score of 4.0 (with no score below 3.0) since their last promotion.** The content in this section is categorized based on the F2.08 framework.

Professional Achievement

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as International/National, Regional, Local.

- Recognition for achievement in discipline (e.g., honors, awards, medals, commendations from professional academic organizations, educational institutions, governmental agencies, or private foundations).
  - Professional service, such as service as an officer in state, national, or international organization, or as chairperson of professional committees. Serving on committees may contribute but individuals must provide narrative of accomplishments and individual efforts. (Professional service also includes editorial services to the discipline.)
  - Community service, such as consultation in the area of professional competence (expertise).
  - Other
-

### Participation in College and University affairs

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as Departmental Service, COFAC Service, University Service.

- Effective contributions on departmental, college and university councils and committees meeting regularly, including Faculty Senate. Committees/councils that do not meet should not be included.
- Documented results of service as chair of department committees, college committees/councils and university committees/councils (including ad hoc committees) meeting at least once each semester, including Faculty Senate. Committees/councils that do not meet should not be included.
- Service in Fundraising, including working at fundraising activities/events in various roles and meeting fundraising goals effectively.
- Having an active role in organizing and/or participating in recruiting and retention activities and events.
  - Recruiting activities and/or events
  - Retention activities and/or events
- Evidence of high-quality academic advising at events, including contributions during freshman orientations, Cardinal View days, Admitted Student Day and other university, college and departmental recruitment activities.
- Sponsorship of academic organizations.
- Assisting with administrative duties of department or college.
- Other

**PROFESSIONAL SERVICE TO THE DISCIPLINE, UNIVERSITY, COMMUNITY**  
**College of Fine Arts & Communication**  
**Promotion from Associate Professor to Professor**

Service is broadly construed as the commitment to providing support to the University community, the broader society, and a faculty member's selected academic field, extending beyond the confines of their official teaching and/or research roles.

Satisfying the minimum performance criteria outlined for tenure or promotion does not assure promotion. The candidate's contributions to not only the department's mission, but also the College of Fine Arts & Communication's (COFAC) mission weigh heavily. Promotion to Professor (and tenure if applicable) necessitates increased service and collaboration skills, demonstrating the ability to amalgamate differing experiences and awarenesses present within a committee. Individuals at all levels must fulfill their responsibilities collegially and professionally towards students, staff, faculty, and the public. As a senior faculty member, an Associate Professor is expected to take on leadership roles as part of their service. Professional Service is limited to service that is unpaid.

**To be considered for Professor (and tenure if applicable), applicants must maintain an average Service score of 3.5 on all F2.08s since their last promotion. For stronger consideration, applicants must maintain a score of 4.0 (with no score below 3.0) since their last promotion.**

The content in this section is categorized based on the F2.08 framework.

Professional Achievement

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as International/National, Regional, Local.

- Recognition for achievement in discipline (e.g., honors, awards, medals, commendations from professional academic organizations, educational institutions, governmental agencies, or private foundations).
- Professional service, such as service as an officer in state, national, or international organization, or as chairperson of professional committees. Serving on committees may contribute but individuals must provide narrative of accomplishments and individual efforts. (Professional service also includes editorial services to the discipline.)
- Community service, such as consultation in the area of professional competence (expertise).
- Other

### Participation in College and University affairs

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as Departmental Service, COFAC Service, University Service.

- Effective contributions on departmental, college and university councils and committees meeting regularly, including Faculty Senate. Committees and councils that do not meet should not be included.
- Documented results of service as chair of department committees, college committees/councils and university committees/councils (including ad hoc committees) meeting at least once each semester, including Faculty Senate. Committees and councils that do not meet should not be included.
- Service in Fundraising, including working at fundraising activities/events in various roles and meeting fundraising goals effectively.
- Having an active role in organizing and/or participating in recruiting and retention activities and events.
  - Recruiting activities and/or events
  - Retention activities and/or events
- Evidence of high-quality academic advising at events, including contributions during freshman orientations, Cardinal View days, Admitted Student Day and other university, college and departmental recruitment activities.
- Sponsorship of academic organizations.
- Assisting with administrative duties of department or college.
- Demonstrated Performance as Leader, such as mentoring new faculty.
- Other