

Department of Art and Design Promotion and Tenure/Sabbatical Leave Document

Adopted 9/23/2021

I. Introduction

The following departmental policy statement on promotion and tenure is intended to agree with the guidelines of Purdue University as expressed in the academic handbook and with the guidelines of the College of Visual and Performing Arts and Purdue University Fort Wayne as expressed in its policy documents. In most areas, however, the departmental statements only elaborate on and extend the other guidelines to safeguard and emphasize the academic characteristics that are unique to the Department of Art and Design. This document is meant to serve as a comprehensive guide for assessing a candidate's qualifications for promotion and tenure. Because a given promotion and tenure case may have characteristics that could not be predicted, it is recognized that interpretive adjustments of the rules may have to be made in assessing those cases.

A recommendation for tenure entails the trust of the department in the continuing competence of the candidate and a belief in his or her potential for future development. Thus, a candidate for tenure must demonstrate excellence or competency in the three areas of teaching, research, and service. On the other hand, a recommendation for promotion acknowledges the particular excellence as well as the general competence of the candidate. Thus, a candidate for promotion must achieve excellence in one of the areas while still maintaining competent standards in the others.

For cases concerning promotion and tenure, a committee shall consist of tenured faculty of the department, except the department chair and faculty concerned. When such cases are brought before it, the committee may consult with the faculty member concerned and the chairperson, either in person or by means of written documents. The committee shall then make a recommendation and shall transmit the recommendation in writing to the faculty member and the chairperson, including reasons for its recommendation.

[Senate Document SD 14-36](#) states that 'Nominations for promotion and/or tenure shall be considered at several levels. The preponderance of the evaluation of a candidate shall occur at the first level.' Thus, the candidate is to be evaluated at all levels against the criteria established by the candidate's department and accepted by higher administrative units. This document sets forth those criteria to be followed at all levels, for evaluating candidates from the Department of Art and Design for promotion and tenure.

II. Third Year Review

Purpose: The required Third Year Review (see [Senate Document SD 14-36](#)) process in the third year of employment will lay the groundwork for the preparation of the Promotion and Tenure case and provide tenure-track faculty with detailed evaluations of the case from their peers, particularly those within their department. It will further serve in an advisory capacity to educate the department and college faculty in the work of the faculty member being reviewed.

Overview:

- A. A formal and comprehensive review process will occur at the department level during the third year of employment. The review will be based on the criteria for promotion and tenure as established by the faculty member's department.
- B. Procedure for the departmental review will parallel the procedure for departmental promotion and tenure cases. Either an existing committee of tenured faculty or a committee selected by the department chair, in consultation with the third year review candidate, consisting of post third-year review tenure-track faculty and tenured faculty may be used for this purpose. It is advised that departments follow the College of Visual and Performing Arts guidelines for promotion and tenure procedures, which state that all full-time tenure-track members of the department should be consulted about each case for promotion and tenure, and that those persons possessing the same or higher rank or the status to which a candidate aspires should have major responsibilities in formulating the department's recommendations, where possible.

Although in some departments there may be overlap between the membership of the Mentoring Committee and the Third Year Review Committee, the membership of the Third Year Review Committee may not be identical to the membership of Mentoring Committee. It should be noted that these committees function in different ways: whereas the Mentoring Committee provides suggestions for formative review, the Third Year Review Committee makes a summative recommendation on the case thus far.

The Third Year Review document will be submitted to the review committee by January 15 of the third year of the tenure-track appointment. The review committee will present a summary of the case, listing strengths and suggestions, to all tenured and post third-year review tenure-track faculty for their comments. Following a review of all materials, the committee will meet with the faculty member to discuss the case, and will submit a written report to the faculty member and the department chair by February 15.

If the faculty member chooses, the case may be submitted to the College of Visual and Performing Arts for additional comments.

Suggested Dossier Format: In general, follow the *Faculty Promotion and Tenure Dossier Format Guidelines* ([Office of Academic Affairs Memorandum 99-1](#)) for the Third Year Review Dossier.

Third Year faculty is also encouraged to seek out model dossiers as examples. Chairs and senior faculty can assist. The candidate should provide evidence for claims made in the narrative. Dossiers should be submitted according to accepted university guidelines (e.g., electronic submissions via OneDrive).

The following order and general contents of the dossier are listed below. Again, refer to Office of Academic Affairs [Memorandum 99-1](#) for more specifics on the contents.

Suggested Order and Sections:

- Table of Contents
- Introduction/Narrative Summary of Contents
- Current Curriculum Vitae
- Copies of Annual Reports

Teaching Section:

- Statement of philosophy
- Teaching evaluation summary (for all courses)
- List of courses taught
- Discussion of course development/teaching innovations
- Syllabi and other supporting documentation
- Evidence of teaching effectiveness; teaching awards, student advising, students' artwork (submitted in what the candidate believes is the most appropriate format), students' research papers, student accomplishments, etc.
- Peer review comments (as appropriate depending upon departmental criteria)
- Student evaluations (for all courses taught); summaries and response

Research and Creative Endeavor Section:

- Statement of research/creative endeavor agenda
- Studio Art and Design Faculty: evidence of research accomplishment; postcards, letters of acceptance into adjudicated exhibitions, show catalogs, etc. since hiring at Purdue Fort Wayne. Also include photos (or originals) of artwork created at Purdue Fort Wayne (submitted in what the candidate believes is the most appropriate format).
- Art History/Art Education/Interior Design Faculty and Studio Art and Design Faculty: evidence of research accomplishments; books and book chapters, copies of all articles, presentation abstracts, edited works, reviews, works in progress, etc. since hiring at Purdue Fort Wayne
- Other supporting evidence
- *Optional: external review letters*

Service Section:

- Narrative statement of service goals/agenda
- List of service activities; departmental, collegiate, and university committees membership
- Administrative responsibilities, service to the profession, community service
- Copies/evidence of service contributions

III. Tenure and Promotion Procedures

Promotion/Tenure/Sabbatical Leave Committee (as per [Senate Document SD 14-36](#))

1. The majority of the departmental committee shall be persons possessing the same or higher rank to which a candidate aspires. If, by established departmental criteria, fewer than three persons are eligible to serve on the department committee, the department shall

submit to the chief academic officer of the college the names of faculty members from other departments whom it deems suitable to serve on the department committee. From this list, the chief academic officer of the college shall appoint enough faculty members to bring the committee membership to between three and five.

2. Members of the department committee shall elect a chair from among its members.
3. The chief academic officer of the department may not serve on the department committee or participate in meetings.
4. Primary Tasks: The department committee shall review the evidence presented in the case, compare the case to department criteria, and make a recommendation to the next level in the form of a letter.
5. Letter of Recommendation: The letter of recommendation from the department committee shall be based on the case and department criteria and clearly state and explain the recommendation of the committee including commenting on the candidate's professional standing.
6. Other: Any faculty member subject to the procedures and guiding principles of promotion and tenure at Purdue Fort Wayne shall have the opportunity to read and provide feedback on cases in their home department until the department committee has made a recommendation regarding tenure and/or promotion. Any document that is provided does not become part of the case and does not move forward with the case.

Timeline and Review Levels

Faculty who intend to be considered for promotion and/or tenure will be asked to notify the department chair in March of the academic year before their cases will be considered, so that arrangements can be made for outside evaluation. (See Outside Review of Promotion and Tenure Cases, below.) Faculty should draw upon their annual evaluations from the departmental Faculty Review Committee.

Candidates should follow the *Faculty Promotion and Tenure Dossier Format Guidelines* ([Office of Academic Affairs Memorandum 99-1](#)). A faculty member preparing a promotion or tenure case should work closely with the department chair or another designated senior faculty member to ensure that the case conforms to the standards expected by campus committees and administrators. Consideration of cases begins at the beginning of the fall semester, so the case should be completed no later than the last week in August.

Cases for promotion and tenure pass through the following decision levels:

The Art and Design Promotion/Tenure/Sabbatical Leave Committee

The chair of the Department of Art and Design (or Dean of the College of Visual and Performing Arts if the chair is the party under consideration)

The College of Visual and Performing Arts Promotion and Tenure Committee

The dean of the College of Visual and Performing Arts

The campus Promotion and Tenure Committee

The vice chancellor for Academic Affairs

The chancellor of Purdue Fort Wayne, who forwards his or her recommendation to the president of Purdue University for submission to the trustees.

Campus decisions on promotion and tenure are made in the early spring.

Outside Review of Promotion and Tenure Cases

By Purdue Fort Wayne policy, Tenure and promotion cases for the Department of Art and Design faculty must include appraisals by outside evaluators. Outside evaluators are not affiliated with Purdue Fort Wayne. Evaluators should possess credentials appropriate for assessing the candidate. The Department of Art and Design follows the Office of Academic Affairs' Purdue Fort Wayne's [Best Practices in Procedures for External Reviews in the Promotion and Tenure Process](#) (below).

1. Use of external reviews: External reviews are expected to be solicited about any area in which the candidate is claiming excellence. Also, external reviews of scholarship and creative endeavor are to be solicited whenever the candidate has an expectation of doing such scholarship as part of their load, whether that scholarship is the basis of excellence or competence in a case.

2. Timing: Materials should be sent to reviewers during the spring semester, no later than early to mid-April before the subsequent fall semester when the case is to be submitted. Reviewers should be contacted at least a month in advance to ascertain their willingness to do the review. Materials should be returned to campus by late June or early July.
3. Number of reviews: The goal should be six letters for any area of excellence. When the second set of reviewers is used to address competence in scholarship or creative endeavor, a goal of three or four letters is acceptable.
4. Choosing reviewers: Reviewers should be chosen in collaboration between the chair and the candidate. Candidates should have the opportunity to contribute names which are ultimately used, but the chair may use reviewers in addition to those recommended by the candidate, so long as the candidate first approves the choice. The chair should solicit the reviews, and they should be returned to the chair. Reviewers should be credible and independent, and generally at or above the rank sought by the candidate. Reviewers should be asked to provide a curriculum vitae, and to explain in what context they know the candidate.
5. Confidentiality of reviewers and of reviews: It is Purdue Fort Wayne's practice to share the names of the reviewers and the full content of external letters with the candidate; departments are expected to follow this practice.
6. Informing reviewers about confidentiality: Reviewers should be told that candidates will have full access to the reviews and the identities of the reviewers.
7. What to provide: At a minimum, reviewers need information in the chair's letter about the nature of this campus, the teaching and service loads, and the expectations for scholarship and creative endeavor. They should also know what level of promotion the candidate seeks and whether the candidate is seeking to demonstrate competence or excellence in a particular area. They should be provided with the department's promotion and tenure criteria document and sufficient information to make a judgment about the case.
8. Accepting reviews: Hard copy with a signature on institutional letterhead is the best form in which to receive external reviews. It is also acceptable to receive reviews as attachments to email messages, as long as letterhead and signature are embedded in the document. Unsigned email reviews are not an acceptable format.
9. Sending reviews forward: All reviews that are received in time for the primary committee to use them in deliberation should be sent forward with the case. Any reviews received after the primary committee has voted are to be excluded unless the department makes a formal request to reopen the case. Contact the Office of Academic Affairs for guidance in the procedures for making such a request.

See also, [*Rationale for Best Practices for External Review Letters*](#), from the Office of Academic Affairs.

IV. Promotion and Tenure: Criteria to be Applied

The evidence satisfying promotion and tenure requirements will vary with the candidate's field such as ceramics, painting, art history, art education, etc., and the nature of the candidate's work and specific goals. The Department of Art and Design adheres to the guiding principles of Purdue Fort Wayne for Promotion and Tenure ([Senate Document SD 14-35](#)), which allows the candidate to base their application for promotion and tenure by establishing excellence in research/creative endeavor or in teaching.

The Department of Art and Design recognizes and respects individual differences among its members and as a result presents this document to guide decision making. The specific criteria of the candidate shall be negotiated between the candidate and the full-time faculty of the Department of Art and Design. The degree to which the candidate satisfies these criteria shall be assessed by the tenured primary level professors.

Members of the Department of Art and Design recognize that different standards of performance must be met for promotion to different ranks. The following sections state the criteria to be applied to candidates for promotion to associate professor or to the status of professor. Within that context, it is a university professor's duty to not only produce work but to impact their field, which is thereby sustained through the generations. They should thus pursue a degree of reputation that may render their ideas accessible.

Therefore, it is reasonable to expect that a candidate for promotion should aspire to:

1. A body of work ambitious enough to attain broad regional or national recognition.
2. Ambitious but realistic career strategies that promise broad regional or national recognition.
3. Evidence of external peer recognition and sufficient external success to afford reasonable promise of broad regional or national recognition.

Again, candidates should follow the *Faculty Promotion and Tenure Dossier Format Guidelines* ([Office of Academic Affairs Memorandum 99-1](#)).

A. Promotion to the Rank of Associate Professor

Demonstrating Competent and Excellent Standards in Scholarly Activity and/or Teaching

When assessing the strength of the candidate's case for scholarly activity, department members shall consider the quality, as well as the quantity of the scholarly activity as criteria for determining competent or excellent performance in this area. The department only considers those endeavors initiated or completed while the candidate is a member of the department. Also, the candidate must demonstrate the potential for future professional development. The criteria for either competent or excellent is simply a list of choices within each category.

Rationale:

1. The Department of Art and Design's rationale for criteria for promotion to Associate Professor more than meets the promotion and tenure criteria of art departments within institutions listed as similar to Purdue Fort Wayne (see [Strategies for Excellence 2008-2014](#), pg. 12)

B. Research and/or Creative Endeavor

Research and/or creative agendas can take many forms. The criteria described below outlines some typical research trajectories, but the Department of Art and Design also acknowledges the need for flexibility when it comes to evaluating faculty accomplishments. In this respect, satisfying any of the particular line items listed below will sufficiently prove one's "excellence" in research and/or creative endeavor. The candidate may also partially satisfy a reasonable combination of the criteria listed below; in such cases, the candidate will take the following two steps before applying for tenure and promotion:

- 1.) Produce a written statement justifying the particular combination of partially satisfied criteria as a reasonable basis for the achievement of "excellence" in research and creative endeavor
 - 2.) Submit the statement to the Department of Art and Design Faculty Review Committee for consideration and approval. Approval procedures will be determined by the chair of the Faculty Review Committee, in consultation with the committee itself and with the Department of Art and Design chair.
1. A candidate's case supporting excellence in studio-based research and/or creative endeavor must include a combination of the following criteria:
 - Acceptance into one national or international and five regional (Midwest) juried exhibitions or
 - Acceptance in eight regional juried exhibitions or
 - Two one-person exhibitions in a reputable gallery, public space, university gallery, or museum or
 - Three group exhibitions in which the body of work exhibited by the candidate is sizable or
 - Three significant commissions or
 - Production of graphic, web, and/or multimedia design for clients beyond the local level (in-house design production shall be considered local)

2. A candidate's case supporting excellence in publication-based research and/or creative endeavor must include:

A peer-reviewed book: In order to qualify for consideration, the book manuscript must have passed through the peer review process and been officially accepted for publication by a reputable scholarly press. The manuscript still can be in the revision or production stages of publication at the time when the candidate's case is under consideration for promotion and tenure. Edited volumes, exhibition catalogues, and multi-authored books will be considered according to disciplinary standards.

Or

Three peer-reviewed articles published or accepted for publication in scholarly journals. Peer-reviewed book chapters and peer-reviewed articles in online journals will be given the same weight as a peer-reviewed journal article.

A combination of the following will also be considered as relevant parts of a scholarly profile:

- Juried or invited conference presentations of papers or
 - Editorial work or reviews to be evaluated according to the nature of the particular projects or
 - Completed unpublished works will be considered pending review by recognized experts in the field or
 - Competitive grants (specifics to be determined).
3. A candidate's case supporting excellence with a combination of studio-based research and/or creative endeavor and publication-based research and/or creative endeavor must include an equivalent number/combination of substantial achievements as those listed above for B.1. and B.2. Candidates who pursue a combined studio/publication research agenda should:
- 1.) Produce a written statement justifying the particular combination of B.1 and B.2 criteria as a reasonable basis for the achievement of "excellence" in research and creative endeavor.
 - 2.) Submit that statement to the Department of Art and Design Faculty Review Committee for consideration and approval. Approval procedures will be determined by the chair of the Faculty Review Committee, in consultation with the committee itself and with the Department of Art and Design chair.

From Associate Professor to Professor: In order to demonstrate excellence in research, the faculty member must, since his or her last promotion, have produced a body of scholarly and/or artistic work that would be accepted as evidence of excellence, according to the criteria and procedures listed in sections B.1, B.2, and/or B.3.

Below are rubric guidelines for studio and publication-based research and/or creative endeavor

Category of Activity	Types of Documentation	Competent	Excellent
<p>Exhibitions and/ or Commissions:</p> <p>The professional arts are evaluated by peer review and professional recognition.</p> <p>Completion of a work is not, in and of itself, a satisfactory measure of productivity. Rather, the work must be presented, evaluated, reviewed, or critiqued in some way. Conversely, a single work can be presented or exhibited multiple times. The specific circumstances of those multiple showings must be considered when evaluating competent as opposed to excellent activity.</p>	Exhibitions	Work presented at present university or venues with localized missions.	Work presented at venues with a regional or national mission.
		Work presented in non-refereed, non-adjudicated, or non-juried venue.	Work presented at a venue with a regional or national reputation, or work invited by recognized artists or critics.
			Work refereed, adjudicated, or juried by an appropriate expert.
	Collections	In the collection of any corporation, public or private organization or institution	In the collection of any corporation, public or private organization or institution known for their collection.
	Commissions	Any local commissioned work.	Public or private commissions recognized by professional peers, journals, or textbooks.
	Publications	Art works reproduced in local newspapers or journals.	Work sited in a publication of a regional, national, or international status.
	Reproductions	Any local commissioned work.	Art works selected for reproduction in regional, national, or international journals, textbooks, or catalogs.

Category of Activity	Types of Documentation	Competent	Excellent
<p>Publications:</p> <p>Academic units define the range of acceptable publication types, the equivalency between publication types, and the number of works that define competent as opposed to excellent.</p>	Book or Chapter		Published by a recognized press and/or received positive reviews from recognized scholars. Available in appropriate libraries.
	Article	Published in a localized journal.	Published in a regional, national, or international journal.
	Proceeding	Invited for publication by a conference with a local mission.	Invited for publications by a regional, national, or international conference or professional society.
	Abstract	Abstract presented at a conference with a local audience.	Abstract invited by regional, national, or international conference organizers.
	Paper/Presentation	Paper presented at a local conference.	Paper invited by regional, national, or international conference organizers.
		Invited to expand presentation into written publication.	

Category of Activity	Types of Documentation	Competent	Excellent
<p>Grants and Other Research Support Awards:</p> <p>For those disciplines where significant opportunities for external support for research are available, procuring such support is a critical measure of research activity.</p> <p>External support of facilities, equipment, travel, and students is, however, available to nearby all disciplines and therefore is also an important measure of faculty productivity.</p> <p>While important, grants that are linked to pedagogical enhancement should be used as measures of teaching excellence unless the faculty member's primary research area is pedagogical research in the discipline.</p>	External support for research	Awards from limited competitions or that are given on a non-competitive basis.	Awards from competitive state or national agencies or programs.
		Small or 'start up' awards.	Major awards that provide summer and/or academic year support.
		Awards that do not allow facilities and administration costs.	Awards that allow facilities and administration costs.
	Support of research equipment/instrumentation	Awards for minor equipment and/or from local sources.	Awards for major equipment, awards for equipment useful to multiple disciplines, awards from competitive national programs.
	Support for travel	Awards for travel from Purdue Fort Wayne from Purdue sources.	Awards for travel from external sources.
	Support of Undergraduate students	Awards that support students in local activities.	External awards that fund student's participation in project, awards that fund student travel to meetings.
	Support of Graduate Students	Awards that provide travel and/or limited salary support of graduate students.	Awards that fund graduate student research assistantships.
Awards from University Programs	Awards for summer support (Purdue Fort Wayne and Purdue), international travel (Purdue Fort Wayne, Purdue), or intercampus collaborations.	Awards from competitive, system-wide or campus-specific program.	

Category of Activity	Types of Documentation	Competent	Excellent
<p>Professional Reputation:</p> <p>A universally recognized metric of academic accomplishment is professional recognition.</p> <p>Reputation is separated here from the rest of the document to establish a process for evaluating a candidate's reputation.</p> <p>Importantly, professional reputation is built in a cumulative way throughout a career. As such, candidates for promotion to Professor would naturally be expected to have a more fully established reputation than junior faculty.</p>	Leadership in professional organizations	Membership on committee or task force of a localized organization.	Leadership role on committee or task force. Membership on executive committee or leadership team. Elected or appointed to a regional or national office.
	Proposals and manuscript review and editorial service	Serve as an external reviewer of manuscripts and/grant applications.	Serve as associate editor or editor of a professional journal, book or book series, or similar publication. Serve on a funding agency review panel.
	Seminar, workshop, symposia organization/leadership	Led/organized local seminar, workshop or symposium.	Led/organized a regional, national, or international seminar, workshop or symposium. Seminar, workshop or symposium proposal selected on a competitive basis.
	Honors and awards	Recipient of a local award recognizing the quality of research, research publication, or other contribution to the discipline.	Recipient of a regional, national, or international award recognizing the quality of research, research publication, or other contribution to the discipline.
	Serving as a juror or curator	Juror or curator of local exhibit or gallery.	Juror or curator of regional or national exhibit or gallery.
	External evaluations	Letters or other documents indicate participation in the discipline of some reputation beyond the campus.	Letters or other documents indicate broadly recognized contributions to the discipline.
	Invited public presentation or lecture	Presentation or lecture invited by local university or other organization.	Presentation or lecture invited by regional or nationally recognized university or other organization.

C. Teaching

The Department of Art and Design recognizes that a professor's primary role at Purdue Fort Wayne is as an educator and therefore applicants for Promotion and Tenure must demonstrate, at a minimum, competence in teaching. Teaching is admittedly difficult to evaluate. Hence, it is important that the candidate's teaching be assessed by several different methods which should include a combination of the following items:

- Peer reviews
- Class materials including syllabi, exams, and assignment descriptions
- Evidence of student accomplishments
- Student evaluations both administered in class or unsolicited
- Evidence of the use of creative, innovative, and unusual teaching methods in the classroom, seminars, and other settings
- Publications in innovative teaching and pedagogy

The candidate will work with the Faculty Mentoring Committee in order to determine an **Assessment Strategy** which details the means and measures for documenting and evaluating teaching. Once developed and approved by the Mentoring Committee, this Assessment Strategy must be submitted in writing to the chair, who must also approve the strategy. The written Assessment Strategy, complete with notes of approval from the Faculty Mentoring Committee and the chair, should then be returned to the candidate and maintained as an official part of the candidate's record and emerging tenure case. The candidate has the right to alter the original Assessment Strategy with approval from the Faculty Mentoring Committee and the chair.

The intent behind this procedure is to ensure clarity and fairness with regard to the Department's expectations for documenting and assessing teaching. It is expected that all parties involved in reviewing the candidate's case for Promotion and Tenure will respect the Assessment Strategy.

Category of Activity	Types of Documentation	Competent	Excellent
<p>Teaching: Academic units will decide upon their own criteria as to documentation and evaluation methods.</p> <p>In specific areas such as Art Education and Art History, teaching may take precedence over or synthesize with research in the traditional sense, while maintaining an important link to creative endeavor.</p>	Teaching Methods	Classroom methods that are recognized as of high quality by the department or college.	Classroom methods that are recognized as excellent by the university.
	Peer Evaluations	Evaluated by a department or university peer.	Evaluated by an external peer of regional or nationally recognized status.
	Curricular Development	Developed curriculum changes for the department or college that are noted within the campus.	Developed specific curriculum within your area of expertise that is adapted by peer departments or institutions.
	Program Development	Head and maintain an existing program	Develop a new program or revitalize a dormant program.
	Conferences	Attend state conferences dedicated to education.	Attend and present at conferences on education with a regional or national presence.
	Course Development	Developed course strategies that evolve to a consistent level of competence within the department.	Develop courses that are used by other professors outside the department as a model of excellence.
	Facility Development	Head and maintain an existing facility or lab.	Upgrade or expand a facility or lab.
	Mentoring	Mentoring of students within and outside the classroom.	Mentoring peer instructors in your field of expertise.
	Student Accomplishments	Positive student feedback on standardized student instructional evaluations.	Consistently superior student evaluations both solicited and unsolicited.
		Accomplishments or works of competent quality within the expectations of the department and college.	Accomplishments or works that are evaluated as excellent by external reviewers from peer institutions.
		Students who achieve success beyond graduation in a professional field.	Students who attain success beyond graduation within their given art degree.
	Awards	Award from within the department or college.	Award for teaching with campus-wide competition.

Category of Activity	Types of Documentation	Competent	Excellent
Directing Research of Students: Given the centrality of teaching to the mission of the university, and the recognized importance of the experimental learning and authentic research experiences to the education of our students, mentoring student researchers is an important aspect of faculty research.	Mentoring student independent study projects	Student completes project	Project becomes the foundation for an extended research project.
	Presentation of student research	Student presents poster, gives talk at Purdue Fort Wayne or locally organized venue.	Student presents poster, gives talk, or exhibits at a regional or national professional meeting.
	Student research certificate/honors project	Mentors student that completes research certificate and/or honors project.	Demonstrates an extensive history of mentoring students that might include completed research certificates and/or honors project.
	Student-authored or coauthored publications	Publication in a local journal.	Publication in a regional, national, peer reviewed professional journal.

Student Evaluation of Teaching (for Third-year Review and Promotion and Tenure cases)

The evidence for effective teaching is most persuasive, especially at stages of review beyond the department and the unit, when it is clear that students had full freedom to respond and that a representative survey of student opinion had been made. Furthermore, the case is best presented, not with a great deal of unstructured evidence, but, instead, with accurate summaries and compilations.

1. In-Class Student Evaluations

- a. Freedom of student response is best demonstrated when the process has these characteristics:
 - 1.) The candidate is absent from the class during the evaluation
 - 2.) The evaluation form provides for student anonymity
 - 3.) A student, selected beforehand, delivers the evaluations directly to the department secretary or to the department via campus mail
 - 4.) The results are returned to the instructor after final grades are in.
- b. The results of many evaluations should be compiled by the candidate's department as concisely as possible and by type of class. The candidate or the department chair should explain in writing how the results were obtained and compiled.
- c. In-class student evaluations are mandated, a reliable statistical base is desirable. It is the responsibility of the candidate to explain the significance of the evaluation results.
- d. The representativeness of in-class evaluations is best demonstrated when it is shown that students from each type of class the candidate teaches have been surveyed over a number of years. Four or five sections of each type spread over three or four years may be considered a reliable minimum range of response. The candidate should describe the range of evaluations involved in the evidence.

2. Other than In-Class Student Evaluations

- a. Candidates may request that mail solicitations from representative groups, such as graduating majors or the candidate's past students, be conducted by the department chair. The chair should contact students in the group, or a representative sample of students chosen at random, or students from representative classes, or a combination of all these (over a range of classes such as given in 1.d above). If the anonymity of all responses is not provided for, the respondents shall be assured that their names will remain confidential from the candidate if they so request.
- b. The candidate and the chair shall agree on the types of students contacted, on the form and content of the chair's letter, and on the time line of the survey and the deadlines involved.

- c. After the survey is completed, the candidate shall be given copies of all letters received (with the names blocked out in the case of students who requested anonymity). If there are a great number of letters, the candidate may request the chair to write a summary of responses (as stated in the headnote it is an advantage not to burden the reviewers with a great deal of unstructured evidence). The chair should attach a signed form certifying the manner in which the survey was conducted and the number of letters that were received. If the candidate uses such letters in the case, the certification should be present. If it is not present, the candidate should explain the manner in which the survey was conducted and the manner in which the candidate is using the letters.

3. Peer Review of Teaching

- a. One peer observation of teaching per semester is required for the first two years of a candidate's tenure probationary period. After the second year, only one peer review of teaching per academic year is required for tenure-track faculty. Additional peer observations may be undertaken at the candidate's discretion or in accordance with the approved Assessment Strategy, and the candidate may wish to consult with the university Promotion and Tenure Committee or with the Office of Academic Affairs (e.g., with the Associate Vice Chancellor for Teaching and Learning) about best practices for documenting teaching.

The department highly encourages its faculty to have colleagues assess their teaching and offer suggestions for improvement in a formative process. In addition to their contribution to the development of effective teaching, evaluations may also be useful in summative decisions, such as reappointments, and annual reviews. However, faculty who so desire may receive peer comments on their teaching with the assurance that the evaluation will not be used for these summative purposes. Tenure-track faculty should arrange peer evaluations in consultation with the department chair.

- b. In consultation with the department chair, faculty members will arrange evaluation visits of their classes.
 - 1.) The candidate is encouraged to consult with [Center for Enhancement on Learning and Teaching](#) at Purdue Fort Wayne for guidance/suggestions in the peer review process.
- c. The instructor should provide the evaluator with copies of the syllabi or current class schedules for all courses to be evaluated.
- d. The instructor may indicate whether they wish to be informed in advance of an evaluator's visit. Normally the evaluator will visit the class more than once.
- e. The evaluator's report should be detailed and based on criteria for evaluating effective teaching. The report should specify all conditions pertaining to the evaluation (date of visits, announced or unannounced, etc.).

- 1.) The department will provide a standardized evaluation form to the evaluator that covers all content that should be addressed by the classroom visit(s). However, the evaluator can choose to draft a letter or use their own form for the peer review.
- f. The evaluator will send a letter summarizing their evaluation to the instructor. If the instructor requests, the evaluator will also send a copy of their letter to the department chair, for use in evaluations of the instructor. The instructor will decide whether such a letter will become part of a promotion or tenure case.

D. Service

Demonstrating Competent and Excellent Activity in Service for Promotion to the Rank of Associate Professor/Professor.

The department fully recognizes that service is a necessary component of faculty activity. The department also recognizes that no candidate would be supported in presenting their promotion case based solely on excellence in the service area. The assessment of the candidate's area of service will be evaluated on quality as well as quantity within the university and/or related professional activities in the community.

Competent

Competent performance within the service area would include the candidate demonstrating committee roles within the university, college, and department committee level. Evidence for competent work within service to the profession or community could include the candidate demonstrating professionally related activities in the community.

Excellent

Excellent performance within the service area would include the candidate demonstrating leadership roles within the university, college, and department committee level as well as contributions to faculty governance or other areas of campus-wide or system-wide influence. Evidence of excellent work within the service to the profession or community could include their community involvement having a clear impact on the operations or outcomes of the organizations or activities. Evaluations by peer professionals shall serve as an important source of information about the candidate's service contributions.

E. Tenure

Tenure is only granted with promotion to the rank of Associate Professor.

F. Promotion to the Rank of Full Professor.

The guidelines above can be used as the criteria for a candidate's promotion from Associate Professor to Professor. The differentiation would be whereas the Associate Professor candidate is expected to show activity that demonstrates systematic scholarly activity, the Professor candidate is expected to show scholarly activity demonstrating an important contribution to the candidate's area of research or teaching. It is also expected that evaluations as to the Professor candidate's recognition be by those who themselves have achieved recognition as important contributors to the candidate's area of research or teaching.

The Department of Art and Design does not grant promotion to full professor on the basis of Service ([Senate Document SD 14-35](#), pg.4).

Rationale:

1. The Department of Art and Design's rationale for criteria for promotion to Full Professor is in keeping with the promotion and tenure criteria of art departments within institutions listed as similar to Purdue Fort Wayne (as per [Strategies for Excellence 2008-2014](#)).
2. Candidates should follow the *Faculty Promotion and Tenure Dossier Format Guidelines* ([Office of Academic Affairs Memorandum 99-1](#)).

V. Procedures and Criteria for Promotion to Senior Lecturer

The Department of Art and Design adheres to the guiding principles of Purdue Fort Wayne for Promotion of Lecturers ([Senate Document 19-9](#)), which allows the candidate to base their application for promotion by establishing excellence in teaching. Lecturers may seek promotion after five years in-rank, or if service is in multiple ranks, five years combined in benefit-eligible instructional positions.

The Department of Art and Design adheres to the procedures for evaluating Lecturers for Promotion at Purdue Fort Wayne ([Senate Document 19-13](#)), to ensure fair and consistent treatment of candidates. The procedures include multiple levels of review with clear expectations for each level.

Department Criteria:

Promotion from lecturer to senior lecturer requires strong, consistent, and dedicated teaching that qualifies as "excellent." A candidate for Senior Lecturer will demonstrate substantial and successful teaching and acceptable student evaluations with no pattern of unaddressed problems. Excellent teaching will be evidenced by multiple measures which may include, but are not limited to, any combination of the following:

1. Evaluations of Teaching – Excellent teaching will result in student achievement both in and outside the classroom/studio setting. An excellent teacher will inspire and guide students’ intellectual and artistic interest and growth and will promote a culture of excellence within the Department of Art and Design. Documentation of teaching evaluation may include, but is not limited to, the following:
 - Formative peer observations
 - Evaluations of teaching from outside of the Department of Art and Design through CELT
 - Analysis of student evaluations with documented productive reflection ratings of 4.-5.
 - Peer-reviewed acceptance of student’s work at professional venues or conferences
 - Peer-reviewed acceptance of students to present research or creative work at professional conferences or other respected venues
 - Invited lecturers, demonstrations, workshop or adjudicated presentations
 - Student successes attributable to teaching, advising and mentoring

2. Contributions to Course Curriculum and Development – An excellent teacher will contribute significantly to the teaching area through continuous improvement of content and delivery of regularly-taught courses in light of developments in the field. Documentation of course curriculum and development may include, but is not limited to, the following:
 - Curricular innovations
 - Pedagogical innovations
 - Significant restructuring of courses to incorporate cutting edge techniques or new technology, or to meet revised accreditation standards

The **Office of Academic Affairs** document, *Examples for Documenting and Evaluating Teaching*, <https://www.pfw.edu/dotAsset/8e91f4f1-f47c-4ad5-aaaa-7c4c28652fa7.pdf> offers comprehensive suggestions for presenting evidence of competent and excellent teaching.

3. Research and Creative Endeavor Related to Teaching Area or Scholarship of Learning and Teaching – An excellent teacher may engage in research and creative endeavor activities that inform their teaching and contribute to the breadth and depth of their teaching area. Documentation of research and creative endeavor activities may include, but is not limited to, the following:
 - Exhibitions, workshops, conferences related to the teaching area

- Peer-reviewed publications and conference presentations
 - Commissioned and/or published artistic work professional field
 - Development of instructional materials, software, manuals, or computer-based instructional presentations
4. Professional Development – An excellent teacher will demonstrate continued growth and development in the teaching area and will model attributes of a life-long learner. Documentation of professional development may include, but is not limited to, the following:
- Completion of graduate level course work in the teaching area
 - Completion of advanced-level training related to the teaching area
 - Professional continuing education in the teaching area beyond general expectations of the profession or standard maintenance of professional credentials, such as, certifications, licenses
 - Working with outside professionals in the field
5. In addition to demonstrating excellence as a teacher, the candidate for promotion to Senior Lecturer will demonstrate competent service related to teaching. An excellent teacher positively contributes to the Department of Art and Design by active participation on appropriate committees, and in events and collaborations with other faculty, students, and appropriate community partnerships. Documentation of teaching-related service may include, but is not limited to, the following:
- Development and organization of enrichment activities or experiences for students
 - Successful recruiting activities
 - Collaborative teaching or teaching area-related projects with faculty outside of the Department of Art and Design

Competent

Competent performance within the service area would include the candidate demonstrating committee roles within the university, college, and department committee level. Evidence for competent work within service to the profession or community could include the candidate demonstrating professionally related activities in the community.

Excellent

Excellent performance within the service area would include the candidate demonstrating leadership roles within the university, college, and department committee level as well as contributions to faculty governance or other areas of campus-wide or system-wide influence. Evidence of excellent work within the service to the profession or community could include their community involvement having a clear impact on the operations or outcomes of the organizations or activities.

Evaluations by peer professionals shall serve as an important source of information about the candidate's service contributions.

Category of Activity	Types of Documentation	Competent	Excellent
<p>Teaching: Academic units will decide upon their own criteria as to documentation and evaluation methods.</p> <p>In specific areas such as Art Education and Art History, teaching may take precedence over or synthesize with research in the traditional sense, while maintaining an important link to creative endeavor.</p>	Teaching Methods	Classroom methods that are recognized as of high quality by the department or college.	Classroom methods that are recognized as excellent by the university.
	Peer Evaluations	Evaluated by a department or university peer.	Evaluated by an external peer of regional or nationally recognized status.
	Curricular Development	Developed curriculum changes for the department or college that are noted within the campus.	Developed specific curriculum within your area of expertise that is adapted by peer departments or institutions.
	Program Development	Head and maintain an existing program	Develop a new program or revitalize a dormant program.
	Conferences	Attend state conferences dedicated to education.	Attend and present at conferences on education with a regional or national presence.
	Course Development	Developed course strategies that evolve to a consistent level of competence within the department.	Develop courses that are used by other professors outside the department as a model of excellence.
	Facility Development	Head and maintain an existing facility or lab.	Upgrade or expand a facility or lab.
	Mentoring	Mentoring of students within and outside the classroom.	Mentoring peer instructors in your field of expertise.
	Student Accomplishments	Positive student feedback on standardized student instructional evaluations.	Consistently superior student evaluations both solicited and unsolicited.
	Accomplishments or works of competent quality within the expectations of the department and college.	Accomplishments or works that are evaluated as excellent by external reviewers from peer institutions.	

		Students who achieve success beyond graduation in a professional field.	Students who attain success beyond graduation within their given art degree.
	Awards	Award from within the department or college.	Award for teaching with campus-wide competition.

Category of Activity	Types of Documentation	Competent	Excellent
Directing Research of Students: Given the centrality of teaching to the mission of the university, and the recognized importance of the experimental learning and authentic research experiences to the education of our students, mentoring student researchers is an important aspect of faculty research.	Mentoring student independent study projects	Student completes project	Project becomes the foundation for an extended research project.
	Presentation of student research	Student presents poster, gives talk at Purdue Fort Wayne or locally organized venue.	Student presents poster, gives talk, or exhibits at a regional or national professional meeting.
	Student research certificate/honors project	Mentors student that completes research certificate and/or honors project.	Demonstrates an extensive history of mentoring students that might include completed research certificates and/or honors project.
	Student-authored or coauthored publications	Publication in a local journal.	Publication in a regional, national, peer reviewed professional journal.

VI. SABBATICAL LEAVE

For information regarding the university's sabbatical leave eligibility, procedures, and timelines, see [Office of Academic Affairs Memorandum 05 - 5](#).

The Department's Procedure for Sabbatical Leaves applications are as follow:

Composition of Sabbatical Leave Committee

Either three or five tenured members of the department (except member(s) applying for a sabbatical leave) shall serve on the Sabbatical Committee.

Procedure and Roles of Sabbatical Leave Committee and Department Chair

Department of Art and Design faculty planning for a sabbatical leave need to follow the guidelines in [Senate Document SD 06-14](#). As stated in this policy, a sabbatical leave is not "automatically 'earned'"; rather it is awarded on the merits of the proposed sabbatical project, with the expectation it will "enhance the faculty member's capacity to contribute to objectives of the University."

The following steps shall be taken if a department faculty member chooses to apply for a sabbatical:

1. Submit his/her application to the Department of Art and Design's Sabbatical Committee four weeks before the application is due in the Vice Chancellor for Academic Affairs's Office (usually by the end of the second week of October).
2. The Sabbatical Leave Committee will vote on the sabbatical application with a majority vote required for approval. The committee will also make a recommendation regarding the application using the guidelines provided by [Senate Document SD 06-14](#). The committee will forward the vote tally, along with the written recommendation to the department chair within two weeks of receiving the application.
 - a. In the case where the chair has a sabbatical request pending, the department committee will vote on the request, record the vote, and send its recommendation directly to the Dean of the College of Visual and Performing Arts.
3. The department chair will evaluate the merits of the application along with the recommendation provided by the Sabbatical Committee. The chair will forward their own recommendation to the Dean of the College of Visual and Performing Arts

(along with Sabbatical Committee's recommendation) within a week of receiving the Sabbatical Committee's recommendation.

- a. Copies of the recommendation and vote of the Sabbatical Committee and the recommendation of the chair will be forwarded to the applicant.
4. If the application is approved, the faculty member will submit a report to the chair no later than three months after returning to campus from sabbatical leave. This report will be forwarded to the Dean of the College of Visual and Performing Arts, who will next forward it to the Office of Academic Affairs. Subsequent sabbatical applications will include this report and "information about the outcome of previous sabbaticals will be used to evaluate previous sabbatical applications" ([Senate Document SD 06-14](#)).