**Herron School of Art + Design at IUPUI**

Guidelines for Tenure and Promotion

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**Guidelines for Faculty Tenure and Promotions**

Herron School of Art + Design at IUPUI

# INTRODUCTION

Every Herron faculty member has a Department Chair who with the Associate Dean of Faculty Affairs has the responsibility for providing guidance concerning professional matters, encompassing career development with a view toward the promotion and tenure process. Each new faculty member will be assigned a faculty mentor to help guide them through this process. Additional consultation with senior colleagues familiar with the promotion and tenure process is strongly recommended.

On initial hiring, each full-time tenure-track and non-tenure-track faculty member is given access to the **Herron School of Art + Design Guidelines for Faculty Tenure and Promotion.** The **IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure** **Dossiers** are updated annually and candidates for promotion and/or tenure should review the guidelines on an ongoing basis.

Herron faculty in their probationary period are required to participate in a comprehensive review during their third year. This review is distinct from the annual reviews required for all full-time members of the faculty (tenure track and non-tenure track). In the third year, a workshop designed to assist candidates in preparing for this review is held in November. Faculty who are in their fifth year and those who will be evaluated for promotion and/or tenure the following year are also invited to attend the November workshop. Participants are again given access to relevant documents, are provided access to exemplary dossiers, and are party to workshop discussions concerning school expectations, dossier preparation, and the essential documentation for a successful review. Throughout the academic year, the IUPUI Office of Academic Affairs provides workshops for preparing for the promotion and/or tenure process; candidates should regularly attend relevant workshops.

The third-year review is analogous to the promotion and/or tenure review with the exception that evaluation by external reviewers from outside the university is not required. Third-Year Faculty prepare a complete dossier that is similar in substance and format to that which they will submit for actual review for promotion and/or tenure. Candidates must request peer observations of classroom teaching. The peer reviewer should be provided with course materials and syllabi. All compiled materials should be included in the dossier and forwarded to the Herron Unit Tenure and Promotion Committee (HUTPC) for review. The Herron Unit Tenure Promotion Committee will provide an extensive written evaluation and consultation to the candidate.

A Spring workshop reviewing the tenure and promotion process, including any new campus guidelines and policies, is held annually. The Spring workshop is open to all Herron faculty members. Following submission of the tenure and/or promotion dossier at the end of the fifth year, no further formal guidance or assistance is given until a faculty member may be considered for further promotion in rank (i.e., Teaching Professor or Full Professor). Annual reviews continue and typically address issues of progress in rank. Candidates are informed of the decision made at each step in the promotion and tenure process in writing. The candidate then signs the written documentation which is then added to the eDossier. In a tenure case, at the first level where there have been negative votes, a meeting must take place to discuss the candidate’s rights and the process for reconsideration. This must be done promptly and before the next level of review.

# TIME IN RANK

In most instances, the work being assessed as the basis for tenure and/or promotion will have been completed since the initial appointment or the last promotion. While the probationary period for untenured tenure-track faculty ordinarily is six years, special conditions may warrant earlier than normal consideration.

In many cases, it is understood that a professional reputation depends, in part on foundational work that may have occurred earlier in the candidate’s career. Faculty work while in rank at another institution before appointment at Herron will be considered part of the candidate’s record. The overall pattern of productivity over time will be scrutinized, with emphasis placed on recent work and the candidate’s professional trajectory. If there is a question about whether work during a prior appointment should be considered the question should be discussed with the Herron Unit Tenure and Promotion Committee and the Associate Dean of Faculty Affairs.

## CRITERIA FOR THIRD-YEAR REVIEW

The Herron Tenure and Promotion Committee monitors the progress of all full-time tenure-track and non-tenure-track faculty during their third year of employment, reviewing documentation of progress in relevant areas of review (Teaching, Service, and Research/Creative Activity).

The Herron Tenure and Promotion Committee will conduct a Third-Year review in the Spring of the third year of employment of tenure-track faculty, lecturers, and clinical faculty. This process, which is required by the campus for tenure-track probationary faculty, assures that all probationary faculty benefit from a helpful and meaningful assessment of their progress toward promotion and/or tenure near the midpoint of their probationary period.

Candidates being reviewed should submit a Candidate’s Statement, together with a current Curriculum Vitae (following the IUPUI Curriculum Vitae Format for Promotion and Tenure). The Candidate’s Statement (not to exceed five pages) should be similar in organization to the statement expected at the time of making a case for promotion and/or tenure. The Candidate’s Statement must identify the anticipated area(s) of excellence or the intention to declare a Balanced Case as the path toward promotion and/or tenure.

Candidates must also include faculty peer reviews of teaching and a global summary of student evaluations. The candidates should include a brief description reflecting on peer input and student feedback. Candidates should review the “Third-Year Review Checklist for Candidates” to see the complete list of what they should include in the Third-Year Dossier. All materials will be submitted electronically as searchable pdf(s).

## THIRD-YEAR REVIEW TIMELINE

The Third-Year Review will take place in the Spring Semester of the third year of employment for tenure-track faculty, lecturers, and clinical ranks or sooner if a faculty member was granted credit toward tenure upon employment by Indiana University.

## Timetable for Third-Year Review of Faculty

**By the Second Week of the Fall Semester**

The Herron Human Resources representative notifies all tenure-track faculty, lecturers, and clinical track entering their third year in rank that they will be undergoing a Third-Year Review during the upcoming academic year. HR will copy the Herron Unit Tenure and Promotion Committee (HUTPC) Chair indicating that the candidates have been notified.

**November of the Third Year**

Members of HUTPC conduct a workshop for the Third-Year Candidates.

**The First Friday following the Start of the Spring Semester**

The candidate provides the HUTPC Chair with an electronic copy in a searchable pdf format of a dossier that includes all required components.

**By the End of January**

The HUTPC Chair informs the candidate if any dossier contents are incomplete and/or in need of revisions.

**The Second Monday in February**

The candidate provides the HUTPC Chair with electronic copies of the final version of the dossier. This version must include an Appendix with copies of all student evaluations conducted in all classes while in rank.

**No Later than February 15**

The HUTPC Chair submits the dossier to the Department Chair for review.

**March 1**

The Department Chair submits their evaluation to the HUTPC Chair, who then adds the Chair’s evaluation to the Third-Year Review Dossier.

**Before the End of March**

HUTPC completes its deliberation, votes on each candidate, provides with a written evaluation of the candidate, and submits the HUTPC evaluation with the dossier to the Dean.

**Before April 15**

The Dean prepares an evaluation of the candidate’s dossier and provides a written assessment to the candidate.

**Before May 1**

For tenure-track faculty, the Herron Human Resources representative sends a copy of the dossier with the Dean’s recommendation to the Assistant Vice Chancellor of Faculty Affairs and then notifies the HUTPC Chair that the dossier and recommendation have been sent forward.

If the candidate’s third-year review reveals significant issues, the candidate is encouraged to seek a fourth-year review. The Dean may also initiate a fourth-year review if warranted.

## TENURE

The standard probationary period for tenure-track faculty is seven years with the sixth year being the year of review. This means that a dossier must be prepared after five years on the tenure track. This dossier passes through multiple levels of review during the Fall and Spring Semester of the sixth year with the notice of tenure or non-tenure being given to the faculty member near the close of that academic year. One may request a review for tenure before the end of the probationary period. However, it is highly recommended that one takes the full probationary period to prepare the strongest case for tenure as possible.

## PROMOTION

### Recommended Time in Rank

* There is no rigid timeframe specifying the length of time a faculty member must serve in a particular rank before seeking promotion. The HUTPC urges most faculty to seek promotion to the rank of Associate Professor while the review for tenure takes place.
* Promotion to Associate Professor may be sought earlier in the probationary period if the faculty member believes that their performance is strong enough to seek promotion. Candidates who seek earlier than normal consideration must present evidence of achievements comparable to those who have served the full probationary period. To initiate this process, the candidate must submit to the Dean of Herron the **Candidacy for Promotion in Academic Rank Form** and a current Curriculum Vitae by February 15 if they wish to submit a dossier at the end of the same semester.
* There is no expected period between associate and full rank, although most associate professors seek promotion to full professor five to ten years after promotion to Associate Professor. Promotion to Full Rank requires evidence of a sustained period of excellence.

### Promotion to Full Professor

* An individual may initiate their promotion to Full Professor or may be nominated by a Full Professor, Department Chair, an Associate Dean and/or the Dean. A faculty member seeking promotion to Full Professor must submit to the Dean of Herron the **Candidacy for Promotion in Academic Rank Form** and a current Curriculum Vitae by February 15 if they wish to submit a dossier at the end of the same semester.

# DOSSIER PREPARATION FOR TENURE AND/OR PROMOTION

## Candidate

The preparation for promotion and/or tenure begins in the first year of the academic appointment at the Herron School of Art and Design. Candidates should consult the IUPUI Guidelines and the Herron Guidelines regularly as policy and processes are updated annually. As a general rule, promotion standards are those in effect at the time of application for promotion while tenure standards are those in effect at the time of hire. Individual faculty may choose standards developed later if they wish.

* Regularly consult with Department Chair, Associate Dean of Faculty Affairs, HUTPC, assigned faculty mentor, and senior faculty regarding the Tenure and Promotion Process.
* Begin collecting documentation for dossiers starting with the initial appointment.
* Begin to identify an area of excellence early in the academic appointment. Candidates can also seek promotion as a “Balanced Case”, where the sum total of all of their accomplishments across all areas adds up to an excellence that is of comparable benefit to the university.
* Candidates seeking promotion must also document at least satisfactory progress in the other areas of review.
* Faculty Mentors, Department Chairs, Associate Dean of Faculty Affairs, HUTPC, Dean, and the chief academic officer all have distinct and significant roles in the tenure and/or promotion process. Candidates are encouraged to regularly consult with these individuals as their dossier is being developed.
* Attend faculty development workshops that deal with tenure and/or promotion issues.

## Support Materials

There are several components of a dossier that require outside support.

* Annual Reviews of tenure-track and non-tenure-track faculty must be done regularly and conscientiously. The Dean, Department Chair, and Associate Dean of Faculty Affairs all play a part in this process.
* Department Chairs provide annual reviews for all faculty, and candidates for promotion and/or tenure should expect written documentation. A record of annual reviews is archived by HR.
* Formal student course evaluations of faculty must be conducted regularly and comprehensively. This function is administered electronically and coordinated by the Office of the Dean. However, individual faculty members should encourage their students to respond to course evaluation surveys. No faculty member should be present while students are completing evaluations.
* Peer review of classroom teaching is required and should be initiated regularly before the Third-Year review and again before the tenure and/or promotion review in the sixth year. For senior faculty, ongoing peer review need not occur every year, but there should be a record of sustained peer review over the interval since the appointment or last promotion.
* Peer review of professional service is expected for all candidates where professional service is the area of excellence or on a balanced case. This documentation may include but is limited to (internal or external letters documenting service contributions, being elected to a board position, service awards, etc.)
* Dossiers without peer evaluations may be returned as incomplete.
* External letters of review should be obtained with the aid of the Department Chair, Associate Dean of Faculty Affairs, and the Chair of HUTPC. External assessment is expected of all candidates at all ranks. To provide each candidate with the opportunity for success, **at least six external assessment letters are required. Cases that come to the campus level of review without six acceptable “arm’s length” letters will be returned to the school. Refer to the timetable below.**

## Timetable for Initiating and Processing Tenure and/or Promotion

**August\***

HR provides the Herron Unit Tenure and Promotion Committee (HUTPC) Chair with the names of all candidates who will be submitting a dossier either for a Third-Year Review or for a tenure and/or promotion to the rank of Associate Professor review within the next year.

\**This refers to the one year prior to submission of the final dossier for tenure and/or promotion.*

**October**

The HUTPC and HR provide a workshop for faculty who will be submitting a dossier for a Third-Year Review and/or for evaluation for promotion and/or tenure during the following year.

**February 15**

Any faculty member wishing to be considered for promotion from associate to full professor, or promotion in lecturer or clinical rank during the following academic year should provide to the Dean the “Candidacy for Promotion in Academic Rank Form” and a current Curriculum Vitae. On the form, the candidate should declare the area in which excellence will be claimed or designate the possibility of a Balanced Case.

**Before March 30**

The candidate for tenure and/or promotion may provide

* A list of anyone they definitely would not want to serve as external reviewers.
* A list of expert scholars in the field who meet the “arm’s length” if these individuals are not known to the department chair. Chairs are not required to use the external reviewers suggested by the candidates.

**April**

The HUTPC and HR provide a workshop for any faculty who wish to learn more about the promotion and/or tenure process.

**Before April 15**

The candidate’s Department Chair will develop a final list of approximately eight external reviewers, and submit the list to the HUTPC Chair and HR Specialist (at least six external assessment letters are required in the final dossier).

**Before April 30**

Inquiry is sent by HUTPC or HR to potential external reviewers asking for availability to conduct a review of the candidate’s work.

**The first Friday in May**

The candidate submits a copy of their initial and sample documents in a digital pdf format to HR. HR provides a copy to the HUTPC Chair. This document should be as complete and polished as possible – it is what will go out for external review.

**Before May 15**

The HUTPC Chair reviews the dossier to make sure all required components are included. If the elements are missing, the candidate must provide those elements **before May 31.**

**Early Summer**

eDossier usually becomes accessible to the candidate.

**Last Friday in July**

All External Letters of Evaluation are to be received by HR.

**By August 1**

The candidate for promotion and/or tenure should upload/submit required documents (as specified in the “Documentation-Candidates Section” in the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers). HR inserts letters into the dossier and provides the HUTPC Chair and Associate Dean of Faculty Affairs Access.

**By August 15**

The HUTPC Chair and Associate Dean of Faculty Affairs review the dossier to make sure all required components are included. The HUTPC Chair submits the dossier, releasing it for review by the Department Chair.

**By September 1**

The Department Chair is to:

* Provide an assessment of the dissemination outlets in the candidate’s area of excellence (or in all areas for a balanced case). This assessment must be a separate document in the dossier placed in the External Reviewers folder in eDossier.
* Provide a letter of evaluation of the candidate’s case and recommendation for action. (This letter is waived if the Department Chair does not hold tenure and/or rank equal to sought by the candidate).
* Meet with the candidate and provide them with a copy of the chair’s letter and have the candidate read, sign, and return to acknowledge review of the letter.
* Upload the chair’s letter into eDossier, record their vote and then submit the eDossier which routes it to HUTPC.

**By September 20**

HUTPC completes its deliberation and vote on each candidate.

**By October 1**

* The HUTPC Chair gives a copy of the summary letter to the candidate and has the candidate sign, date and return the signed letter indicating their review of the committee’s report.
* The HUTPC Chair uploads the committee’s letter and recommendation into eDossier and submits the eDossier to the Dean.

**By October 20**

* The Dean provides a copy of the dean’s letter of evaluation of the candidate’s case and recommendation for action to the candidate and has the candidate sign, date and return indicating their review of the dean’s letter.
* The Dean records their vote and uploads their report into eDossier then routes dossier to campus.

**By the last Friday in October**

Schools complete routing e-Dossiers to the Office of Academic Affairs

**December, January, and February (sometimes into early March)**

Campus Committee reviews and evaluates all dossiers.

**Early March (immediately following campus committee review)**

Campus committee recommendations are forwarded to the chief academic officer.

**Mid-March**

The chief academic officer reviews cases, completes an independent evaluation, and forwards recommendations to the chancellor.

**Late March**

Chancellor reviews cases and confers with the IU President. Recommendations are then forwarded to the IU Board of Trustees.

**August 1**

Promotion takes effect.

**July 1 of the following academic year**

Tenure takes effect.

# AREAS OF REVIEW

Note: All faculty candidates must ensure that their dossiers clearly document that they fulfill expectations for every area of responsibility. These expectations apply to balanced-binned or balanced integrative cases, as well as teaching, research, and service cases for tenure-track and as appropriate, clinical and lecturer faculty.

## Teaching

This section of the dossier should contain evidence of the candidate’s performance and activities as a teacher. Evidence submitted for teaching should represent as complete a description as possible of the quality of the candidate’s teaching as reflected in actual student learning.

### Teaching Activity

The category of teaching includes all types of formal instruction, as well as materials developed and activities engaged in for the improvement of student learning, such as:

* Classroom teaching of assigned courses. Indicate courses, levels, numbers of students, format (studio, lecture, online, etc.)
* Syllabi and outlines showing candidate’s course development. Include the development of new courses and major revisions of existing courses.
* Advising or mentoring students.
* Teaching outside of the assigned courses. Including lectures, performances and workshops presented at other schools, universities, art institutions, professional meetings , and teaching activities that engage directly with the community.
* Steps taken to improve one’s teaching (seminars, webinars, workshops, conferences on teaching, consulting with the IUPUI Center for Inclusive Teaching and Learning, etc.).
* Design, creation, maintenance of and responsibility for classroom, studio, lab, or other physical facilities used for teaching.
* Civic engagement associated with teaching.

### Documenting Teaching Performance

Providing evidence of quality of a candidate’s teaching performance can be shown through:

* Listing of courses with an assessment of load compared to comparable faculty.
* Syllabi or course outlines showing all course development including:
	+ Course objectives, class procedures, and policies, assessment criteria
	+ Readings (texts, book chapters, references, citations) and assignments.
* Candidates should address how their courses and scholarship of teaching contribute to student learning outcomes specified by Herron, the IUPUI Profiles of Learning for Undergraduate Success (PLUS), and/or the Principles of Graduate Professional Learning.
* Peer review of teaching:
	+ “Peers” for this purpose are those who have experience in teaching. This may include non-tenure-track faculty or staff from the Center for Teaching and Learning. Their review may include classroom visitations or observations of presentations of student work
	+ Peer recurring evaluation of teaching is required to achieve a satisfactory level or higher rating.
* Student evaluations of teaching, advising, or mentoring (provide tabulated global averages with strengths and weaknesses summarized).
* Examples of student work.
* Awards/recognition students have received under candidate’s instruction and/or mentorship (i.e., IUPUI Top 100)
* Awards received for teaching.
* Unsolicited Peer Letters.
* Student letters (candidate should indicate whether solicited or unsolicited).
* Alumni letter (candidate should indicate whether solicited or unsolicited).
* Alumni recognition (graduate school acceptance, job placement, career successes, publications, exhibitions, awards, etc.)
* External letters from peers and authorities (external letters from academic sources tend to carry more weight than letters from other categories).
* Department Chair’s letter.
* List of publications on teaching by the candidate.
* List and explanation of teaching collaborations across disciplines, campuses, or with organizations and constituencies at the local, regional, national, or international level.
* Grants-in-Aid of teaching.
* The mentoring of students working on research/creative activities grants.
* Accounts of external teaching activities (seminars, lectures, presentations, workshops, etc.) Indicate the nature of the participants. When possible, include participant evaluation.
* List and explain the responsibilities related to operating a physical facility (design, creation, maintenance, monitoring, and supervising work-study students or other support staff for a lab, studio, foundry, etc.)
* Teaching Portfolio
	+ Demonstrates the documentation of ongoing self-assessment, reflections, and revision of teaching. Development and improvement of a given problem or project presented over several semesters could be demonstrated. Evaluative input from other faculty qualified to judge the quality of the materials could also be solicited, documented, and recorded in the teaching portfolio.

### Documenting Excellence in Teaching

One of the most important and convincing ways to document teaching effectiveness if to offer evidence or documentation that students have met specified learning objectives for individual courses, for a sequence of related courses, or for a degree program. In addition to this document, candidates should consult the IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers.

* **Associate Professor:** The candidate must demonstrate excellence in teaching within the school as documented by the means indicated in the Documentation of Teaching Performance of this document. As this rank, excellence in teaching performance should be demonstrated by a broad range of activity (beyond course instruction, syllabi, and student evaluations) and a more comprehensive documentation of teaching effectiveness within the school than a satisfactory performance in teaching. Peer evaluation of teaching based on repeated class visitation and/or presentation of student work is required. Some level of national peer-reviewed dissemination that documents student accomplishments or contributes to the theoretical base of knowledge about curriculum or effective teaching and learning is required. The expectation for promotion to associate rank is a record of national and/or international peer-reviewed dissemination with an “emerging national reputation.”

In addition, faculty must demonstrate that teaching related activities are beginning to have an impact beyond the school as well.

* **Full Professor:** Excellent, well documented teaching in the classroom must be accompanied by other activities which project excellence and pedagogical concern to a broader stage. Such activities might include: writing of textbooks or textbook chapters, developing innovative teaching materials or techniques and having them adopted by others (locally and nationally), playing a significant roles in regional and national teaching organizations or conferences, being invited to give lectures, demonstrations or workshops in areas of expertise in contexts outside Herron or even beyond IUPUI. Claims of excellence can be reinforced if the candidate has received awards or other public acknowledgement of teaching performance. Peer evaluation of teaching based on repeated class visitation and/or presentation of student work is required. Peer reviews of teaching can come from individuals from universities, outside of the school, or within Herron. The candidate must show results as well as describe teaching activities and materials. A sustained national reputation as demonstrated by a well-established and cumulative body of work while in rank is required.

## Research / Creative Activity

All tenure and tenured eligible faculty must make contributions to the university and their disciplines through research, scholarship, or creative activities. All faculty must demonstrate continuing growth and produce documentation of that growth. The majority of faculty seeking promotion at IUPUI pursue research/creative activity as their single area of excellence. Any changes in focus or broader cross-disciplinary involvement should be approved and documented by the faculty member’s Department Chair and by the Dean of the Herron.

* Fine Arts faculty will generally engage in traditional studio activities or non-traditional activities with the possibility of scholarly research included. Acceptability of non-traditional activities should be discussed with the Department Chair of Fine Arts.
* Visual Communication Design faculty may decide to balance professional design projects with experimental creative work and scholarly research.
* Art Education, Art History, and Art Therapy (referred to as A3) Faculty examples of research/creative may include:
	+ Art Education faculty activities will normally entail scholarly research resulting in publication or public access to written material, art-based research and may be enhanced with creative studio work.
	+ Art History faculty activities will normally entail scholarly research resulting in publication or public access to written material. Art Historians who are candidates for tenure and promotion are advised to review the guidelines published by the College Art Association (CAA) in the document, [“College Art Association Standards for Retention and Tenure of Art Historians.](https://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure)” The CAA addendum addresses changes and obstacles in the publication of scholarly books and recommends consideration of equivalent forms of publication.
	+ Art Therapy faculty activities will normally entail scholarly research resulting in publication or public access to written material within art therapy and/or related fields, art-based research and may be enhanced with creative studio work.

### Research and Creative Activities

May include:

* Studio involvement resulting in the production of graphic design, or art/craft objects which can be evaluated in terms of design effectiveness or seriousness of effort and quality of results. Also included are commissioned works, electronic media, and performance, etc., which fall within the scope of artistic/design concerns that can be documented and evaluated by recognized experts in those areas.
* Scholarly s, essays, papers, curatorial work, etc., intended for publication or public access with the goal of making new or unique contributions to the discipline.
* Art Criticism as a form of research requires special comment. Art historians, art educators, writers, philosophers, journalists, and studio artist/designers have historically engaged in this activity. Criticism that produces new and significant ideas, interpretations, insights, etc., and represents provocative and unique information for an audience of peers could be considered research. The appearance of such writing in well regarded publications would be a positive evaluative assessment of the work.
* Civic engagement associated with research. These activities may be recognized for their local, regional, and/or national significance and they may manifest in products that look different from conventional academic publications. As Indiana’s only designated metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment.

### Documentation of Research/Creative Activity

Evaluation of this area is conducted by peers and acknowledged authorities in the discipline. Evaluators seek evidence that the candidate’s work in both quantity and quality equals or exceeds the level normally expected to achieve tenure or the rank being sought, and that the faculty member demonstrates potential for continued productivity.

Assessment and evaluation of the quantity of work may be regarded somewhat differently from evaluation of the quality of the work, especially in the case of tenure-track faculty in most disciplines, it is typical that artists, designers, and scholars who are at an earlier stage of their career will be less focused and established. A high level of production with a lot of experimentation and a wider ranging investigation is understandable. The task of determining the magnitude of effort would fall on internal review of peers, Department Chairs, and the Dean. Candidates who have been able to achieve significant external recognition are to be noted.

* For tenure-track faculty in the studio areas, internal review with an emphasis on both effort and potential will supplement external review obtained through exhibitions, publications, commissions, critical reviews and external letters.

### External Assessment

External peer review of the contributions of candidates is essential to the process of evaluation the significance of the contributions and measuring the creative and intellectual growth of the candidates. The Department Chair and Associate Dean of Faculty Affairs should work with chair of the HUTPC to compile a list of approximately eight external reviewers. If these individuals hold academic positions, they should be of the rank for which the candidate is applying or higher. In some situations, non-academic professionals may be an acceptable form of external peer review when a clear explanation of the relevance is presented by the department chair. A letter of solicitation is then sent to the persons by the chair of the HUTPC to whom the recommendations will be returned (see sample in the IUPUI P&T Guidelines-Charts, Templates and Other Guides). The candidate is to supply a digital copy of their curriculum vitae, candidate’s statement, digital portfolio and/or samples of published works, documentation of research/creative activities, teaching and service needed to aid the reviewers. A short professional biography of each reviewer should be included in the final dossier. All solicited letters that are received must become part of the dossier. None can be withheld regardless of contents.

### Documenting Grants / Fellowships / Awards

Candidates must include the name of the granting agency, title of the project, amount, and duration of all grants, fellowships, and awards received. Candidates are encouraged to include examples of fellowships and grants received.

* Internal grants
* External grants
* Corporate support

Funding in the arts as listed above is small relative to that available in certain other disciplines such as science and medicine. The odds involved when many artists apply for very limited amounts coupled with the highly subjective nature of selection in any art context, result in a very large number of worthy candidates being passed over. Additionally, many funding agencies view artists within academe as being advantaged compared to those who are not and feel compelled to funnel the small amounts to those outside the system. For these reasons, although funding leads strength to a candidate’s case for excellence, lack funding does not automatically indicate a less than excellent performance.

### Exhibitions, Art and Design Commissions, Installations, Performances, etc.

Candidates must indicate the title, location and dates of all exhibitions, art and design commissions, installations, performances, etc. In addition, all creative activities must be clearly identified as juried, invitational, solo, group, local, regional, national, or international. The candidate should either note or indicate the names and positions of jurors/curators and the number of artists participating/accepted. Generally, these rankings are used in depicting importance of exhibitions. However, a local exhibition of prominence may have greater significance. These activities may include:

* Juried exhibitions
* Invitational exhibitions
* Commissions, public or private
* Collections
* Online exhibitions
* Automatic (i.e., faculty exhibitions)
* Group, large exhibitions
* Group, small exhibitions
* One-person exhibitions
* Regional exhibitions
* National exhibitions
* International exhibitions

The above qualifiers and any other relevant validations can be used to indicate the scope and prestige of exhibitions. In the fine arts, relative prestige of the above activities may need further definition. For instance, a national juried exhibition may in fact be less significant than a local invitational or solo show. A venue assessment from the Department Chair, Associate Dean of Faculty Affairs and/or Dean may be helpful in determining these rankings. Faculty applying for promotion to the rank of professor with research/creative activities as the area of excellence are expected to have a varied and substantial record of exhibitions including some of national and/or international scope.

### Visual Communication Design / Research / Creative Activity / Scholarship

For Visual Communication Design faculty, professional practice work, recognized through leading industry, journals, design competitions and/or graphic design work commissioned by renowned clients are relevant validations of quality. Published reviews of the work in professional journals are a means for confirming local, regional, or international recognition by peers with the design profession.

If the candidate’s work is scholarly research, publications in peer-reviewed journals, funded grant proposals, or other venues for disseminating professional knowledge are evidence of research activity.

Possible visual communication design faculty research profiles may include:

* Professional design practice
* Creative, artistic work (without client)-*refer to Exhibitions, Art and Design Commissions*
* Research / Scholarship the generation of new knowledge

### Publications by the Candidate

The candidate should note the significance of journals in which the publications appeared. Whenever available, the acceptance rates (or other evidence of the stature of quality) should be noted. Art History candidates for tenure and/or promotion are also advised to review the guidelines published by the College Art Association in the document, “College Art Association Standards for Retention and Tenure for Art Historians.”-available on the CAA’s Website.

Publications may include the include the following:

* Books
* Book Chapters
* Essays
* Articles
* Abstracts
* Scholarly addresses
* Report and Surveys
* Electronic media
* Online Journals
* Reviews
* Substantive entries in museum or exhibition catalogues
* Unpublished manuscripts, whether or not under contract with a publisher

Publications about the Candidate may include:

* Articles or interviews about the candidate’s work
* Critical reviews of exhibitions
* Critical reviews of written publications
* Exhibition catalogs
* Book citations
* Reproductions of the candidate’s art or design work with or without text

Appendices

Digital examples of publications, manuscripts, photographic images, audio, or video files, and/or portfolios, etc., presenting the candidate’s work must be included in the dossier appendices which will be available to all levels of review.

##

## SERVICE

All tenure-track faculty, lecturer and clinical faculty have responsibilities to serve in service roles that support the dept, school, campus and/or university. University service supports and develops Herron and IUPUI. Service applies a faculty member’s knowledge, skills, and expertise as an educator, a member of a discipline or profession, and a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the missions of the university and the campus.

### Service to Students

Service to students involves activities that assist individual students and groups of students beyond the normal teaching responsibilities of every faculty member. These activities may involve support for curricular, co-curricular, and extra-curricular activities or organizations.

These activities may include:

* Advising students on academic paths, educational goals, and career objectives
* Advising a student chapter of a professional organization
* Mentoring a student, student club, or other non-classroom activity that may have both academic and social component. Providing letters of referral or recommendation

### Service to the Institution

Service to the institution involves activities that help sustain or lead academic endeavors.

Service to the Program or Department may include**:**

* Contributing to curriculum planning documents
* Supervision of facilities, equipment, or lab area
* Coordinating with adjunct faculty
* Supervision of work-study students
* Mentoring faculty colleagues
* Serving on department committees
* Writing departmental reports
* Representing department in recruiting activities

Service to the School may include:

* Serving on Herron committees (member, chair)
* Contributing to a search committee
* Providing administrative leadership (department chair, program director)
* Coordinating visiting artists/designers/lecturers
* Budget resource planning
* Providing faculty peer evaluation
* Mentoring of faculty
* Providing leadership for the effective functioning of the school

Service to the Campus/University may include:

* Serving on university committees (member, chair)
* Representing the university in a public media forum
* Contributing as a member or leader of a task force to address an issue facing the campus or university community.

### Service to the Discipline or Profession

Service to the discipline or profession enhances the quality of professional organization and activities.

These may include:

* Contributing time and expertise to a professional society or organization such as membership, officer etc.
* Organizing a conference or symposium
* Chairing a panel at a conference
* Jurying an exhibition or competition
* Providing lectures and presentations to professional groups
* Serving on editorial boards, editing a professional journal
* Establishing professional or academic standards

Professional Service to the University

* Serving on a university committee that requires your professional expertise (e.g., I.U. system-wide committee to develop standards for the University Identity)
* Providing professional level consulting or design service to the university or school (e.g., designing a catalogue for admissions)

### Service to the Community

Service to the community involves activities that contribute to the public welfare beyond the university community and call upon the faculty member’s expertise as scholar, teacher, administrator, or practitioner.

* Sharing of professional expertise with community organizations
* Civic engagement associated with community services
* Consulting with private, profit and non-profit organizations
* Giving lectures, presentations, or demonstrations for the public
* Engaging in economic or community development activities
* Participating in collaborative endeavors with schools, industry, or civic agencies
* Communicating in non-academic media including newsletters, radio, television, and magazines

### Documentation of Service

Documentation must effectively represent service activities and products in a way that enables evaluators to apply consistent standards of review. It might include:

Personal Evaluation

* Statement establishing consistency of service with professional and career objectives
* Analysis of field notes or journal entries during term of service
* Documentation of presentations given locally, regionally, or nationally. (Items may be noted and placed in appendices in the same manner as similar evidence supporting teaching and research.)

Primary Unit Review

* Statement from academic unit that shows how the faculty member’s service is consistent with the unit’s mission and goals
* Faculty annual reviews of faculty member’s service effectiveness
* Letter of evaluation from unit committee chairperson concerning faculty member’s contribution to work of the committee

Institution Review

* Statement from an administrator that shows faculty member’s service effectiveness
* Letter from committee chairperson about the significance of the faculty member’s contribution
* Letter of invitation to lead or participate in a significant university effort

External Review

* Statement from recipients that attests to the quality of the faculty member’s s service
* An article on service in a refereed journal
* Review of a professional service portfolio by a faculty member or administrator from another campus
* Evidence provided by external letters of evaluation

# AREA OF EXCELLENCE

Candidates presenting themselves for tenure or promotion choose either a single-area of review in which to demonstrate excellence or a balanced case where the cumulative “balanced strengths” add up to excellence that is “of comparable benefit to the university” as a single-area case.

Satisfactory performance must be shown in the other areas of responsibility. The parameters for “Excellence” are indicated more fully below. Performance is viewed as unsatisfactory if quantity and/or quality of effort is revealed to be so through the various vehicles of evaluation. It is advised that all probationary faculty work closely with the Department Chair, the HUTPC, other senior faculty and the Dean taking note of suggestions as they are documented in annual reviews. Any misunderstandings should be resolved on a regular basis and not be left until the time of a tenure or promotion decision.

## Associate Professor (Single Area of Excellence)

To be promoted to the rank of Associate Professor the candidate must provide a “record of nationally and/or internationally disseminated and peer reviewed scholarship” with an emerging national reputation. The candidate must achieve at least ‘satisfactory’ of performance in two areas and ‘excellent’ in one.

Teaching**:** The candidate must demonstrate excellence in teaching within the school as documented by the means indicated in Documenting Excellence in Teaching of this document. At this rank, effectiveness within the school is emphasized. In addition, faculty must demonstrate that faculty teaching related activities are beginning to have an impact beyond the school as well.

Research/Creative Activity**:** Excellence in this area is demonstrated by work of high quality, which is documented and acknowledged as excellent by recognized authorities both internal and external within the candidate's discipline. Review evaluative mechanisms in Documentation of Research/Creative Activity Performance of this document. The candidate must demonstrate that they are making progress towards a reputation among peers beyond the local level.

Service:Service applies a faculty member’s knowledge, skills, and expertise as an educator, a member of a discipline or profession. Faculty demonstrating excellence in service might have administrative responsibilities; hold demanding offices on university councils or committees or similarly demanding offices in national professional organizations.

## Professor (Single Area of Excellence)

To be promoted to the rank of Professor the candidate must provide a “record of nationally and/or internationally disseminated and peer reviewed scholarship.” A sustained national reputation as demonstrated by well-established and cumulative body of work in rank. The candidate must achieve at least ‘satisfactory’ level of performance in two areas and ‘excellent’ in one.

Teaching

Excellent, well documented teaching in the classroom must be accompanied by other activities which illustrate the sustained excellence and pedagogical concern to a broader stage. Such activities might include writing of textbooks or textbook chapters, developing innovative teaching materials or techniques and having them adopted outside the home institution, playing significant roles in regional and national teaching organizations or conferences, or being invited to give lectures, demonstrations, or workshops in areas of expertise beyond the home institution. Claims of excellence can be reinforced if the candidate has received awards or other public acknowledgment of teaching performance.

Research/Creative Activities

The candidates should continue and accelerate the performance of the previous rank and be able to demonstrate the achievement of sustained national recognition within their discipline. Teaching and service must be shown to be satisfactory.

Service

Senior faculty who have assumed significant service responsibilities at the school, university, and to their profession may choose to declare service as an area of excellence. The sustained excellence, quality and quantity of the service must be documented. Candidates Teaching and research must be shown to be satisfactory.

## Balanced Case for Tenure-Track Faculty

Candidates may present either a single-area-of-excellence or a balanced case for promotion or tenure. In all promotion and/or tenure cases, the candidate must demonstrate at least satisfactory performance in the areas of responsibility that pertain to their faculty types. In Balanced Cases, the candidate must demonstrate that their work constitutes clearly more than satisfactory accomplishments in at least two of the three areas, with convincing evidence of significant peer-evaluated impact and quality. The sum total of all of their accomplishments across all areas (“balanced strengths”) cumulatively adds up to a level of excellence that is “of comparable benefit to the university” as a single-area case (ACA-38.)

* Expectations for all tenure-track balanced cases:
	+ To associate: Candidate will have led or been an essential part of endeavors with distinct and local outcomes. National or international dissemination is also expected as a reflection of the quality of the work.
	+ To full: The candidate will have sustained accomplishments and have achieved a national or international reputation through their work.
* The Balanced type of case includes each of these:
	+ Balanced-binned: accomplishments distributed among areas, but not necessarily integrated among themselves.
	+ Balanced-Integrative Diversity Equity, and Inclusion (DEI): an integration among accomplishments and an overall philosophy and achievements towards DEI.
	+ Balanced-Integrative: an integration among accomplishments according to a specified philosophy or focus.

### Balanced Case-binned highly satisfactory

In this type of case, the candidate’s activities and accomplishments are *not* concentrated in one area, but are distributed among all three, although not necessarily to the same degree in each. The candidate must demonstrate that their work constitutes clearly more than satisfactory accomplishments in at least two of the three areas, with convincing evidence of significant peer-evaluated impact and quality.

In research/creative and teaching areas, highly satisfactory includes peer-reviewed dissemination. In the area of service, peer-reviewed dissemination is not required, but candidates must present evidence of the quality and impact of their activities that demonstrates achievement at a highly satisfactory level. Cases would be expected to show a greater number and quality in at least two of the areas. Candidates must clearly identify their signature accomplishments and areas of emphasis. All activities and accomplishments are labelled (‘binned”) as research/creative activity, teaching, or service.

### Balanced-Integrative Case-Diversity, Equity, and Inclusion-Tenure Track

Herron School of Art and Design embraces diversity, equity, and inclusion. We recognize our responsibility to ensure that our promotion and/or tenure policies and practices are equitable, inclusive, and anti-racist. Research, teaching, community engagement and service efforts that contribute to values of diversity, equity, and inclusion will be recognized in the promotion and tenure process.

All Herron faculty are encouraged to reflect on how their work can enhance our representational diversity and inclusivity. In some cases, DEI is integral to the faculty members’ interests and is integrated holistically across all three areas of review. In these cases, candidates may pursue promotion and/or tenure through the Balanced-Integrated Case-Diversity, Equity, and Inclusion.

In a Diversity, Equity, and Inclusion Integrative Case, the candidate must present holistic evidence that amounts to excellence in value to the university. To achieve this, the performance in each - area must *be at least satisfactory with the summation of the performance* in these areas reaching the equivalence of excellence in one or more areas with satisfactory in other areas as in traditionally “binned" cases.

The candidate demonstrates excellence across an array of integrated scholarly activities lined with diversity, equity, and inclusion, consistent with IU policy on balanced cases.

The following should be evident in the candidate’s dossier using multiple sources of information.

1. Diversity, equity, and inclusion: the candidate articulates a philosophy of diversity, equity, and inclusion, including if appropriate any specifically targeted aspect.
2. Integrated activity: the candidate has interrelated activities and accomplishments as an IUPUI faculty member and teaching, research, and service which demonstrably support and advance diversity equity and inclusion.
3. Independence, innovation, and initiative: the candidate articulates their personal role as an essential and generative factor within diversity initiatives. Interdependence and teamwork are valued as well as contributions to group achievements; in these cases candidates need to describe their own roles and responsibility.

### Balanced-Integrative Case-Thematic

In this case type, the candidate’s activities and accomplishments are interrelated, usually around some theme or philosophy. Individual items need not be labelled or separated as belonging exclusively to teaching, research, or service. However, the candidate should demonstrate how teaching, research/creative activity, and service are expressed by the items: for an example, a particular grant may have both teaching and research/creative activity aspects, or a publication may advance disciplinary knowledge (research) but also be a result of collaboration with practitioners (service). Candidates will state their integrative philosophy and show how their most important accomplishment demonstrate peer-evaluated impact and quality.

* IUPUI has foundation values that are emphasized and rewarded as part of the annual review, three-year review, and promotion and/or tenure process. Balanced-Integrative cases may address one of these values as their theme or philosophy. This list is not exhaustive. The strongest cases will be tied to Herron’s mission and goals.
	+ Diversity, Equity, and Inclusion (see Balanced-Integrative-DEI case above)
	+ Civic Engagement
	+ Public Scholars/Public Scholarship
	+ Research and Creative Activity in the Urban Environment
	+ Interdisciplinary Work and Publication
	+ Collaboration
	+ International Work and Publication
	+ Entrepreneurial Work and Innovation
	+ Translational Research
	+ Teaching: Profiles of Learning for Undergraduate Success (PLUS), RISE to the IUPUI Challenge/Experiential Learning

Balanced-Integrative-Thematic cases will demonstrate that the candidate possesses these characteristics:

* Evidence of at least satisfactory performance in teaching, research/creative activity, and service.
* A clearly articulated philosophy of the interrelatedness of their activities across teaching, research/creative activity, and service.
* Independence, innovation, and initiative: The candidate articulates their personal role as an essential and generative actor within initiatives. Interdependence, collaboration, and teamwork are valued as well as contributions to group achievements; the candidate will need to describe their own role and responsibilities.
* Scholarly and local impact and demonstrated quality. Academic peer review is required as a component of assessing scholarly (research, creative activity) impact; professional or academic peer review as well as other indicators would support assessments of teaching- and service- orientated activities.
* A cumulative record that supports an argument for overall excellent contributions to Herron, the campus, and the university.

# OVERLAPPING AREAS OF REVIEW

There will always be some activities which overlap the designations, teaching, research/creative activity, and service. Examples of this might be certain types of lectures or workshops which a faculty member presents. Depending on the audience and the content, this activity might fall into any one of the three areas of review or into any combination of the three. In such instances, the activity should be entered under all relevant areas in the dossier and accompanied by an explanation of the overlaps. Faculty are expected to view “attention to research/creative activities” as part of their preparation for teaching and “teaching” as an extension of their professional endeavors.

## CIVIC ENGAGEMENT

Herron School of Art and Design encourages faculty in all ranks to participate in civic engagement activities. These activities may be recognized for their local, regional, and national significance. Civic engagement activities may be included within the review areas of teaching, research/creative activity, or service.

# SATIFACTORY / UNSATISFACTORY PERFORMANCE

The candidate generally declares excellence in one area of review and is expected to show satisfactory performance in the remaining two areas. Satisfactory performance of those seeking promotion to full rank should show a continued trajectory of growth. If performance in any area is found to be unsatisfactory, this is sufficient reason to deny tenure and/or promotion. All three areas are considered significant in the review process.

## TEACHING

Teaching is considered a high priority at the school.

Satisfactory teaching performance includes:

* Quantitative and qualitative information on teaching and learning outcomes from the candidate, students and peers indicating that instruction has been satisfactory in fostering appropriate learning outcomes
* Information on teaching load
* Clear communication of course objectives, effective classroom performance and methods
* Evidence of positive learning outcomes and quality of teaching as evaluated by peers
* Evidence of positive learning outcomes and quality of teaching as evaluated by students

Unsatisfactory research/creative activity performance is failure to demonstrate one or more of the above.

## RESEARCH / CREATIVE ACTIVITY

Satisfactory research/creative activity performance includes:

* + Demonstrating an active engagement in research/creative activity
	+ Publishing /exhibiting beyond the local level

Unsatisfactory research/creative activity performance is failure to demonstrate one or more of the above.

## SERVICE

Satisfactory service means being a contributing member of the school, campus, and disciplinary communities. It must be a factor in promotion and tenure considerations because unsatisfactory service to university may preclude successful application for promotion and/or tenure.

Satisfactory service performance includes:

* + Demonstrating a record of service to the program/department, the school, and the university: chair’s determination that service is more than mere participation.
	+ Demonstrating a record of service to the profession or discipline and the community

Unsatisfactory service performance is demonstrating an unwillingness to participate in the service contributions listed above.

**Each candidate is responsible for familiarizing themselves with the guidelines for tenure and promotions as found in the Indiana University Academic Handbook,** IUPUI Office of Academic Affairs Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers, **and the Herron School of Art and Design’s Guidelines for Tenure and Promotions**