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Herron School of Art and Design
Guidelines for Tenure and Promotion

Guidelines for Faculty Tenure and Promotions

Herron School of Art and Design / IUPUI

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Guidelines for Faculty Tenure and Promotions

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INTRODUCTION

Every Herron faculty member has a Department Chair or Program Director, whose responsibilities include 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 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 and Design Guidelines for Faculty Tenure and Promotion and IUPUI Office of Academic Affairs Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers. 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. All candidates are strongly advised to attend relevant campus and unit workshops towards promotion and/tenure. The formal promotion and tenure process begins when the tenure track faculty member is hired.

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 faculties (tenured and non-tenured). 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 who will be evaluated for promotion and/or tenure the following year are also invited to attend the November workshop. Participants are again given all 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.

The Three-Year review is similar to the promotion and/or tenure review with the exception that evaluation by external reviewers to the university is not required. Third-Year Faculty prepare a complete tenure and promotion dossier which is similar in substance and format to that which they will submit for the actual review two years later. Candidates must request peer observation of classroom teaching, and provide course materials and syllabi. All compiled materials should be included in the dossier and forwarded to the Herron Unit Tenure and Promotion Committee 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 regulations, is held annually. The spring workshop is open to any Herron full-time faculty member. Following submission of the tenure and 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 (generally, but not always, to the rank of full professor). Annual reviews continue and typically address issues of progress in rank. Promotion and tenure candidates are informed of decisions made at each step in the process.

TIME IN RANK

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

A. CRITERIA FOR THREE-YEAR REVIEW OF PROBATIONARY FACULTY

The Herron Tenure and Promotion Committee monitors the progress of all probationary faculty during their third year of employment, reviewing documentation of progress in the areas of Teaching, Service, and Research/Creative Activity.

The Herron Tenure and Promotion Committee will conduct a Three-Year Review in the spring of the third year of employment of tenure-track faculty, lecturers and clinical rank. This process, which is required by the campus for tenure-probationary faculty, ensures that all probationary faculty benefit from a helpful and meaningful assessment of their progress towards promotion and tenure near the midpoint of their probationary period.

Candidates being reviewed should submit a Candidate's Statement, together with a current Curriculum Vitae (in accordance with the "IUPUI Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers"). 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 tenure. The Candidate's Statement should identify the anticipated area(s) of excellence or the intention to request consideration of a balanced case.

Candidates should also include ongoing faculty peer review of teaching, and a global summary of student evaluations. Candidates should look at the "Three-Year Review Dossier Checklist for Candidates" (Appendix C) to see the complete list of what they should include in the Third-Year Dossier. All materials should be submitted in electronic format as searchable pdfs.

B. THREE-YEAR REVIEW TIMELINE

The Three-Year Review will take place in the spring semester of the third year of employment for tenure-probationary faculty, lecturers and clinical rank or sooner if a faculty member was granted credit toward tenure upon employment by Indiana University.

TIME TABLE FOR THIRD-YEAR REVIEW OF FACULTY

By the Second Week of Fall Semester

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

November of the Third Year

Members of the Herron Unit Tenure and Promotion Committee (HUTPC) conduct a workshop for Three Year candidates. (Candidates who will be submitting dossiers for tenure and promotion at the end of the academic year may also attend this workshop.)

The First Friday following the start of 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 noted in Appendix C.

By the End of January

The HUTPC Chair informs the candidate if any dossier contents are incomplete or need revision.

The Second Monday in February

The candidate provides the HUTPC Chair with two electronic copies of the final version of the dossier, with any revisions. This version should 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 or Program Director for review.

March 1

The Department Chair or Program Director submits evaluation to the HUTPC Chair, who adds the evaluation to the dossier.

Before the End of March

The Herron Unit Committee completes its deliberation, votes on each candidate and submits evaluation with the dossier to the Dean.

Before April 15

The Dean of the Herron School of Art and Design prepares an evaluation of the candidate's dossier. For tenure-track faculty, the Herron Human Resources Specialist sends a copy of the dossier and the Dean's recommendation to the Dean of Faculties, IUPUI, notifying the HUTPC Chair that the dossier and recommendation have been sent forward.

C. 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 various levels of review during the fall and spring 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 review for tenure before the end of the probationary period. However, it is recommended that one take the full probationary period to prepare as strong a case for tenure as possible.

D. PROMOTION**1. Recommended Time in Rank**

There are no rigid time periods 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 at the same time that review for tenure takes place. Promotion to this rank may be sought earlier in the probationary period if the faculty member believes that his/her performance is strong enough to gain promotion. There is no expected period between associate and full rank, although most associate professors seek full rank five to ten years after promotion to associate rank.

2. Nomination for Full Professor

An individual may initiate his/her own promotion or may be nominated by a senior faculty member, Program Director, Department Chair 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 (Appendix E) and a current Curriculum vitae by February 15 if they wish to submit a dossier at the end of that same semester.

II. DOSSIER PREPARATION FOR TENURE AND PROMOTION**A. CANDIDATE**

1. Read all pertinent materials (IU Academic Handbook, IUPUI Guidelines for Preparation of Tenure and Promotion Dossiers, and Herron Tenure and Promotion Guidelines).
2. Consult with Department Chair, Program Director, Herron Unit Tenure Promotion Committee, faculty mentor, and senior faculty.
3. Begin collecting material for dossiers starting with initial appointment.
4. Begin to identify an area of excellence early in the academic appointment. (See the IU Academic Handbook for more information regarding the balanced case.)
5. Attend faculty development workshops that deal with tenure and promotion issues.

B. ADDITIONAL SUPPORT MATERIALS

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

1. Annual Reviews of tenure-probationary faculty must be done regularly and conscientiously. The Dean, Department Chair, and Program Director all play a part in this process.
2. Department Chairs or Program Director provide annual reviews for all faculty, and candidates for promotion or tenure should request and expect written statements.
3. Formal student evaluations of faculty must be conducted in a regular and comprehensive fashion. This function is administered and correlated by the Office of the Dean. However, individual faculty members are responsible for making sure evaluations are distributed and completed by a high percentage of students enrolled in each class. No faculty member should be present while students are completing evaluations.
4. Peer review of classroom teaching is required and should be initiated regularly before the three-year review and again before the tenure and/or promotion review in the sixth year.
5. External letters of recommendation should be obtained with the aid of the Department Chair, Program Director and the Chair of the Unit Committee. The candidate and Chair or Director formulate the list of outside references, and the Chair of the Unit Committee sends a form letter to everyone on the list requesting the reference. Letters must be from individuals not personally associated with the candidate since such letters are viewed as being a more objective evaluation of work not influenced by bias for or against the candidate as a person. The candidate's curriculum vitae and documentation of research/creative activities is sent with this request. All letters formally requested and received must become a part of the dossier.

C. TIME TABLE FOR INITIATING AND PROCESSING TENURE AND PROMOTION

August*

The HR Specialist provides the Herron Unit Tenure and Promotion Committee Chair with the names of all candidates who will be submitting a dossier either for a Third-Year Review or for a final tenure and promotion review within the next year.

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

October

The HUTPC and HR Specialist 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 from lecturer to senior lecturer 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 (or areas) in which excellence will be claimed, including the possibility of a balanced case designation.

Before March 30

The candidate for tenure and promotion may provide: 1) a list of anyone they definitely would not want to serve as external reviewers; 2) a list of expert scholars in the field who meet the “arm’s length” or independent reviewer criteria for external reviewers as described in the IUPUI Guidelines. Chairs are not required to use the external reviewers suggested by the candidates

April

The HUTPC and HR Specialist 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 or Director 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 sent by HUTPC Chair or HR Specialist to external reviewers asking availability to conduct a review of the candidate’s work.

The first Friday in May

The candidate submits a copy of their initial dossier and sample documents in electronic pdf format to the HR Specialist. The HR Specialist provides a copy to the HUTPC Chair.

Before May 15

The HUTPC Chair reviews the dossier to make sure all required components are included. If elements are missing, the candidate should provide those elements before May 31
The HUTPC Chair or HR Specialist solicits external letters of review.

Last Friday in July

All External Letters of Evaluation are received by the HR Specialist.

By August 1st

The candidate for promotion and/or tenure should upload /submit final dossier with required documents (as specified in the IUPUI Guidelines for Tenure and Promotion Checklist) . The HR Specialist inserts letters into the dossier and provides the HUTPC Chair access.

By August 15th

The HUTPC Chair reviews the dossier to make sure all required components are included.
The HUTPC Chair submits dossier, releasing it for review by the Department Chair or Director.

By September 1

The Department Chair or Director submits recommendation and other materials, releasing them to the HUTPC Committee for their review.

By September 20

The Herron Unit Tenure Promotion Committee completes its deliberation and votes on each candidate.

By October 1

The HUTPC Chair inserts the committee’s recommendation into the dossier and submits the dossier to the Dean.

By October 20

The Dean’s recommendation is inserted into the dossier and submitted to the HR Specialist.

By the last Friday in October

The HUTPC Specialist forwards the dossier of the candidate to the Dean of Faculties, IUPUI.

III. AREAS OF REVIEW

A. 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.

1. 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, etc.)
- Syllabi and outlines showing candidate's course development. Include the development of new courses and major revision of existing courses.
- Advising or mentoring of students
- Teaching outside the assigned courses. Include lectures, performances and workshops presented at other schools, universities, arts institutions, to the lay public in other contexts and at professional meetings (may overlap with Service - see section III, C. Service)
- Steps taken to improve one's teaching (seminars, workshops, conferences on teaching, etc.)
- Design, creation, maintenance of and responsibility for classroom, studio, lab or other physical facilities used for teaching.
- Civic engagement associated with teaching.

2. Documenting Teaching Performance

Providing evidence of quality in candidate's teaching performance can be shown through:

- Listing of courses with assessment of load compared to comparable faculty. Syllabi or outlines showing all course development including course objectives, class procedures, 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 their academic unit and the Principles of Undergraduate Learning in the statement they submit for teaching.)
- Peer evaluation (classroom visitation or presentation of student work – see appendix)
- Student evaluations of teaching, advising, or mentoring (provide tabulated global averages with strengths and weaknesses summarized)
- Student work (slide or digital portfolio)
- Awards/recognition students have received under candidate's instruction
- Awards received for teaching
- Peer letters, (candidate should note whether solicited or unsolicited)
- Student letters (candidate should note whether solicited or unsolicited)
- Alumni letters (candidate should note whether solicited or unsolicited)
- Recognition alumni have received (graduate school acceptance, job placement, career success, publications, exhibitions, awards, etc.)
- External letters from peers and authorities outside the school. (external letters from academic sources tend to carry more weight than letters from the other categories)
- Department Chair or Program Coordinator's letter
- List of publications on teaching by candidate

- List and explanation of teaching collaborations across disciplines, campuses, or with organizations and constituencies within central Indiana or nationally.
- Grants-in-Aid of teaching.
- Accounts of external teaching (seminars, lectures, workshops, etc.). Indicate the nature of the participants and include participant evaluation when possible.
- List and explain the steps taken to improve or expand teaching skills and expertise in the discipline.
- 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.)
- Publications, manuscripts, photographic slides or prints, audio or video tapes, CD's, films, etc., that illustrate or explain the candidate's teaching activities may be included in appendices which will be available to all levels of review upon request of the reviewer. A description of the contents of any appendices should accompany the dossier. These appendices will be held in the Office of the Dean of Herron School of Art and Design for the duration of the review process. Requests to see them should be addressed to the Dean.
- Teaching Portfolio: Demonstrates the documentation of ongoing self-assessment, reflections and revision of teaching. (See Appendix) Documentation and self-evaluation of teaching activities in the form of written narratives, photographic slides or prints, video tapes or actual student work may be included. Development and improvement of a given problem or project presented over the course of several semesters could be demonstrated. Evaluative input from other faculty qualified to judge the quality of these materials could also be solicited, documented and recorded in the teaching portfolio.

3. Documenting Excellence in Teaching

One of the most important and convincing ways to document teaching effectiveness is to offer evidence or documentation that students have met specified learning objectives for individual courses, for a sequence of related courses, or even for a degree in a visual arts program. Candidates presenting themselves for tenure or promotion usually choose one area of review in which to demonstrate excellence. In addition to this document, candidates should consult Section III: Teaching and Performance of the IUPUI Promotion and Tenure Guidelines.

- **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. At 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 or presentation of student work is required.

In addition, faculty must demonstrate that faculty 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 that 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, being invited to give lectures, demonstrations or workshops in areas of expertise in contexts outside the school or even beyond the home institution. Claims of excellence can be reinforced if the candidate has received awards or other public acknowledgment of teaching performance. The candidate must show results as well as describe teaching activities and materials. Excellence in teaching requires

two to three external peer reviews from other universities across the nation. This does not preclude peer reviews by colleagues from outside the department or within the unit.

B. RESEARCH / CREATIVE ACTIVITY

All tenure-related faculty must make contributions to the life of the university and their disciplines through research, scholarship or creative activities. All faculty must demonstrate continuing growth and produce documentation of that growth. Normally, it is expected that the candidate will pursue research/creative activity primarily in the discipline of their initial appointment. Any changes of focus or broader cross disciplinary involvement should be approved and documented by the faculty member's Department Chair or Program Coordinator and by the Dean of the school. 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 candidate's Department Chair or Program Coordinator. Visual Communication Design faculty may decide to balance professional design projects with experimental creative work and scholarly research. Similarly, Art Education faculty activities will normally entail scholarly research resulting in publication or public access to written material 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 also advised to review the guidelines published by the College Art Association in the document, "College Art Association Standards for Retention and Tenure of Art Historians," available on the internet at <http://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.

1. 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 and can be documented and evaluated by recognized experts in those areas.
- Scholarly, independent research of focus and depth normally resulting in books, book chapters, essays, papers, etc. intended for publication or public access with the object 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, studio artists/designers, and others 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 national significance. As the state's only designated metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment.

2. Documentation of Research/Creative Activity Performance

- 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 quality of work, especially in the case of tenure-track faculty (see IV. A.). in most disciplines, it is typical that younger artists/designers and scholars will be somewhat less focused and established. A high level of production with a lot of experimentation and wider ranging

investigation is understandable. The task of determining the magnitude of effort would fall on internal reviews with peers, Department Chairs, Program Director, 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.

3. External Letters

External peer review of the contributions of candidates is essential to the process of evaluating the significance of the contributions and measuring the creative and intellectual growth of the candidates. The Department Chair or Program Director should work with the 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. A letter of solicitation is then sent to these persons by the chair of the HUTPC to whom the recommendations will be returned (see sample in IUPUI Guidelines for Dossier Preparation). The candidate is to supply multiple copies of curriculum vitae, candidate's statement, slide/digital portfolio and/or samples of published work, and documentation of research/creative activities needed to aid the reviewers. A short professional biography of each reviewer should be included in the dossier. All solicited letters that are received must become a part of the dossier. None can be withheld regardless of contents.

4. Documenting Grants / Fellowships / Awards

Candidates must indicate 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 by all the means 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 awards 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 they feel compelled to funnel the small amounts available to those outside the system. For these reasons, although funding lends strength to a candidate's case for excellence, lack of funding does not automatically indicate a less than excellent performance.

5. 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 exhibition
- Regional exhibitions
- National exhibitions
- International exhibitions

The above qualifiers and any other relevant validations can be used to indicate 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. Letters, especially internal documents from the Department Chair, Program Coordinator 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 international scope.

6. Visual Communication Design Research / Creative Activity / Scholarship

For Visual Communication Design faculty, professional practice work, recognized through leading industry journals, etc. or 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 means for confirming local, regional, national or international recognition by peers within 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 design faculty research profiles include:

- Professional design practice
- Creative, artistic work (without client) (Refer to 3. Exhibitions, Art and Design Commissions, Installations, Performances, etc. above)
- Research/Scholarship and the generation of new knowledge

7. 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 stature of quality) should be noted. Art history candidates for tenure and 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 of Art Historians." available on the CAA's Website.

Publications may include the following:

- Books
- Book Chapters
- Essays
- Articles
- Abstracts
- Scholarly addresses
- Reports, surveys, catalogues
- Electronic media
- Reviews
- Journal articles
- Electronic journals
- Substantive entries in museum or exhibition catalogues
- Unpublished manuscripts, whether or not under contract with a publisher

8. 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 including reproduction of art work with or without text.

9. Appendices

Examples of publications, manuscripts, photographic slide or digital portfolio, prints, audio or video, films, etc. presenting the candidate's work must be included in appendices which will be available to all levels of review.

C. SERVICE

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. (Refer to appendix: Service at Indiana University: Defining, Documenting, and Evaluating (1999).

1. 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

2. 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 coordinator)
- Coordinating visiting artists/designers/lecturers
- Budget resource planning
- Herron website: design, planning, updating and maintenance

- Providing faculty peer evaluation
- Providing leadership for the effective functioning of a unit

Service to the 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

3. 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)

4. 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

5. Documentation of Service

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

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 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

IV. AREA OF EXCELLENCE

Candidates presenting themselves for tenure or promotion usually choose one area of review in which to demonstrate excellence. Satisfactory performance must be shown in the remaining two areas. 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 Department Chair, Program Director, 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.

A. ASSOCIATE PROFESSOR

1. **Teaching:** The candidate must demonstrate excellence in teaching within the school as documented by the means indicated in 111.A. 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. (See IV. B. 1. below)

2. **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 section 111. B. 2. 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.

3. **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. Probationary faculty are generally encouraged to focus on teaching and develop strong directions in research while participating actively in service duties.

B. PROFESSOR

1. **Teaching:** Excellent, well documented teaching in the classroom must be accompanied by other activities which illustrate that 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.

2. **Research/Creative Activities:** The candidates should continue and accelerate the performance of the previous rank and be able to demonstrate the achievement of national recognition within their discipline.

3. **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. Teaching and research must be shown to be satisfactory.

V. 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 activity” as part of their preparation for teaching and “teaching” as an extension of their professional endeavors. .

A. Civic Engagement

Herron School of Art and Design encourages faculty in all ranks to participate in civic engagement activities opportunities. 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. The following is an IUPUI statement concerning civic engagement.

“Civic engagement is active collaboration that builds on the resources, skill, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.” For more information go to <http://www.iupui.edu/community/engagement/>.

VI. SATISFACTORY / 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 professor 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.

A. TEACHING

Teaching is considered a high priority at the school. It is almost invariably the primary consideration when hiring new tenure-track faculty.

Satisfactory teaching performance includes:

1. Clear communication of course objectives

2. Effective classroom performance and methods
3. Evidence of positive learning outcomes

Unsatisfactory teaching performance is failure to demonstrate one or more of the above.

B. RESEARCH/CREATIVE ACTIVITY

Satisfactory research/creative activity performance includes:

1. Demonstrating an active engagement in research/creative activity
2. Publishing /exhibiting beyond the local level

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

C. SERVICE

Satisfactory service performance includes:

1. Demonstrating a record of service to the program/department, the school, and the university
2. 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.

APPENDICES

A. DEPARTMENTAL EXPECTATIONS FOR DECLARED AREA OF EXCELLENCE FOR ADVANCEMENT FOR FINE ARTS, ART HISTORY, ART EDUCATION, AND FOUNDATION STUDIES

B. DEPARTMENTAL EXPECTATIONS FOR DECLARED AREA OF EXCELLENCE FOR ADVANCEMENT FOR VISUAL COMMUNICATION DESIGN

C. HERRON SCHOOL OF ART AND DESIGN THIRD-YEAR REVIEW DOSSIER CHECKLIST FOR CANDIDATES

D. IUPUI TENURE DOSSIER CHECKLIST

E. CANDIDACY FOR PROMOTION IN ACADEMIC RANK FORM

APPENDIX A

**HERRON SCHOOL OF ART AND DESIGN
FINE ARTS DEPARTMENT
FOUNDATIONS DEPARTMENT
Expectations for Declared Area of Excellence for Advancement
(Tenure Track)**

The expectations outlined in this document are provided to assist Herron Faculty in identifying and meeting the standards set forth by the university.

Scholarship - Scholarly dissemination of work is required to document excellence in any of the three areas of faculty review (Teaching, Service, or Research / Creative Activities) or to document highly satisfactory in each area of a balanced case.

The main criterion of any type of scholarship is that the work must be made public, be available for peer review and critique, and must be retrievable, allowing the work to be built upon by others.

Herron School of Art and Design recognizes that public scholarship is a valid form of scholarship to build a case for tenure and/or promotion in any of the three areas of review; Teaching, Research / Creative Activities, or Service. IUPUI defines public scholarship as “an intellectually and methodologically rigorous endeavor that is responsive to public audiences and non-academic peer review. It is scholarly work that advances one or more academic disciplines by emphasizing co-production of knowledge with community stakeholders.” Candidates should review the documents entitled “Public Scholars and Scholarship” (Additions to the Campus P & T Guidelines for the 2017-2018 P & T Cycle).

1. For promotion from assistant professor to associate professor (with tenure):

Please also adhere to the section “SUMMARY OF AREAS OF EXCELLENCE AND EXPECTATIONS FOR VARIOUS FACULTY CATEGORIES” in the IUPUI Guidelines

Research/creative activity as the declared area of excellence: Candidates must demonstrate that they have developed recognition for the scope and quality of accomplishments among professional peers beyond the local level, and are developing recognition of the quality of research/creative activities at the national level.

a) ART EDUCATION:

- i. Candidates must provide evidence of four to seven examples of the candidate’s new and significant research accomplishments in an area of focus within art education and related fields, published in journals, books, films, exhibitions, (in print or electronically). The research and the forum for publication should demonstrate excellence in terms of peer-reviewed standards in the discipline for quality and visibility. The work should represent new or expanded scholarship beyond the dissertation.

- ii. As additional indication of excellence in research, candidates may provide documentation of refereed conference papers that present research at professional conferences.
 - iii. Candidates may provide documentation of further accomplishments that complement their independent research/creative activity as listed in the Herron Guidelines for Promotion and Tenure (e.g., book reviews, research grants, and awards.)
- b) ART HISTORY:
- i. Candidates must provide evidence of a completed scholarly book /or/ four to seven examples of new and significant research accomplishments in their own and/or related fields, published in journals/books, films, exhibitions, etc. (in print or electronically). Whatever the medium, the research and the forum for publication should demonstrate excellence in terms of peer-reviewed standards in the discipline for quality and visibility. If the published work reflects research growing out of the dissertation, the work must be revised to represent new or expanded scholarship beyond the dissertation.
 - ii. As additional indication of excellence in research, the candidate may provide documentation of refereed conference papers that present research at professional conferences.
 - iii. Candidates may provide documentation of accomplishments that complement independent research (e.g., book reviews, encyclopedia entries, exhibition catalog entries, editing or translation of documents, short pieces of art criticism, research grants and awards).
- c) ART THERAPY:
- i. Candidates must provide evidence of four to seven examples of new and significant research accomplishments in an area of focus within art therapy and/or related fields, published in journals, books, films, arts-based research, etc. (in print or electronically). Regardless the medium, the research and the forum for publication or dissemination should demonstrate excellence in terms of peer-reviewed standards in the discipline for quality and visibility. The work should represent new or expanded scholarship beyond the thesis or dissertation and correlate with the candidate's credentials, professional appointment, and experience.
 - ii. As an additional indication of excellence in research, candidates may provide documentation of refereed conference papers that present research at professional conferences. In some cases, this documentation may contribute in part to the requirements listed in section a. above.
 - iii. Candidates may provide documentation of accomplishments that complement independent research/creative activity as listed in the Herron Guidelines for Promotion and Tenure (e.g., book reviews, encyclopedia entries, editing or translation of documents, short pieces of related theory or criticism, presentations at other academic institutions, reviews in professional publications; and research grants and awards).

- d) FINE ARTS (studio):
- i. Candidates must provide documentation that establishes a record of achievement in exhibitions, commissions, publications, grants, and fellowships of professional significance. Documentation should be provided for approximately eight to twelve achievements during the period under review for promotion with tenure; the professional activities should demonstrate significance in terms of peer-reviewed standards of excellence in the creative discipline.
 - ii. Additional accomplishments that may be documented as indicative of the excellence of research/creative activity, as listed in the Herron Guidelines for Promotion and Tenure (e.g. presentations as an artist-in-residence at other academic institutions; and reviews in professional publications).

Teaching as the declared area of excellence: Candidates must provide documentation of significant contributions in teaching and learning outcomes for assigned instruction responsibilities within the School. There needs to be evidence of a highly effective and reflective teaching practice.

- a) Candidates must provide documentation of professional publications and/or other examples of peer-reviewed, retrievable scholarship related to the field of teaching that have been disseminated at the regional and national levels.
- b) Candidates must demonstrate excellence in teaching practice by a combination of excellence in course evaluations, strong peer reviews, and demonstrated student outcomes.
- c) Additional accomplishments that may be documented as contributing to excellence in teaching include: teaching awards, grants-in-aid of teaching, guided student achievements, and other evaluative mechanisms as listed in the Herron Guidelines for Tenure and Promotion.

Service as the declared area of excellence: Candidates must demonstrate significant contributions in Service within the school. In addition candidates must demonstrate that contributions to the scholarship of Service have made an impact beyond the school, and that they are developing recognition for the quality of those accomplishments at the national level.

- a) Candidates must provide documentation of professional publications and/or other examples of peer-reviewed, retrievable scholarship related to the field of Service that have been disseminated at the regional and national levels.
- b) Additional accomplishments that may be documented as contributing to excellence in Service include: service awards, significant contributions or leadership roles within a relevant regional to national level organization, grants-in-aid of service, and other evaluative mechanisms as listed in the Herron Guidelines for Tenure and Promotion.

Balanced case: In some circumstances, candidates may present a record of highly satisfactory performance across all three areas sufficient to demonstrate comparable long-term benefits to the University. If so, tenure-track faculty have the option of presenting a balanced case dossier. It is understood that peer-reviewed scholarship is required for achieving a highly satisfactory rating in each area of performance in a balanced case.

2. For promotion from associate professor to full professor:

Please also adhere to the section “SUMMARY OF AREAS OF EXCELLENCE AND EXPECTATIONS FOR VARIOUS FACULTY CATEGORIES” in the IUPUI Guidelines

Research/creative activity as the declared area of excellence: candidates should continue and accelerate the performance shown at the previous rank and be able to demonstrate the sustained achievement in rank of significant national and/or emerging international recognition for the quality of accomplishments within their discipline.

a) ART EDUCATION, ART HISTORY, ART THERAPY:

- i. Candidates must provide evidence of a completed scholarly book in print after the previous promotion or demonstrate significant new research accomplishments that have brought a national and/or international reputation as a productive scholar, and that demonstrate completion of a body of work recognized by peers for its depth and importance. In the latter case, candidates should provide evidence of a sustained record of new and significant research accomplishments in rank. Publishers should be recognized in the discipline for quality and national or international visibility.
- ii. As additional indication of excellence in research, candidates may provide documentation of refereed conference papers that present research at national or international professional conferences.
- iii. Candidates may provide documentation of other accomplishments that indicate national or international recognition as a scholar.

b) FINE ARTS (studio):

- i. Candidates must provide documentation that establishes a sustained record of national and/or international achievement in exhibitions, commissions, publications, grants and/or fellowships after the previous promotion and tenure. These professional achievements should demonstrate significant national or emerging international recognition in the creative discipline.
- ii. Additional factors that may be provided include documentation of other evaluative mechanisms of research/creative activity excellence, as listed in the Herron Guidelines for Tenure and Promotions.
- iii. Candidates may provide documentation of other accomplishments that indicate national or international recognition as a scholar.

Teaching as declared area of excellence: Candidates must provide documentation of significant contributions in teaching and learning outcomes for assigned instruction responsibilities within the school. There needs to be evidence of a highly effective and reflective teaching practice. Excellent, well-documented teaching in the classroom must be accompanied by other documented activities that extend that excellence and pedagogical concern to a broader stage, including significance at the national and/or international level.

- a) Candidates must provide documentation of a sustained record of significant professional publications in rank and/or examples of peer-reviewed, retrievable scholarship related to the field of teaching that have been disseminated at a national and /or international level.
- b) Candidates must demonstrate excellence in teaching practice by a combination of excellence in course evaluations, strong peer reviews, and demonstrated student outcomes.
- c) Additional accomplishments that may be documented as contributing to excellence in teaching include: teaching awards, grants-in-aid of teaching, guided student achievements, and other evaluative mechanisms as listed in the Herron Guidelines for documenting excellence in teaching.

Service as declared area of excellence: Candidates must demonstrate leadership and significant contributions in Service within the school.

- a) Candidate must provide documentation of a sustained record of new and significant professional publications in rank and/or examples of peer reviewed, retrievable scholarship related to the field of service that have been disseminated at the national and/or international level.
- b) Candidates must demonstrate recognition beyond the school, including recognition at the national and/or international level, for their contributions to the field or the profession through exceptional Service or Service Activity as evaluated by peer reviewers;
- c) Additional accomplishments that may be documented as contributing to excellence in service includes: service awards, grants-in-aid of service, and other evaluative mechanisms as listed in the Herron Guidelines for Tenure and Promotion.

Balanced case: In some circumstances, candidates may present a record of highly satisfactory performance across all three areas sufficient to demonstrate comparable long-term benefits to the University and impact upon their professional field. If so, tenure-track faculty have the option of presenting a balanced case dossier. NOTE: It is understood that peer-reviewed scholarship is required for achieving a highly satisfactory rating in each area of performance in a balanced case. See the Indiana University Handbook for additional information.

APPENDIX B

**HERRON SCHOOL OF ART AND DESIGN
DEPARTMENT OF VISUAL COMMUNICATION DESIGN
Expectations for Declared Area of Excellence for Advancement
(Tenure Track)
February, 2010**

I. For promotion from assistant professor to associate professor (with tenure):

Research/creative activity as the declared area of excellence: The candidate must demonstrate that she/he has developed recognition for the scope and quality of accomplishments among professional peers beyond the local level, and is developing recognition of the quality of research/creative activities at the national level.

We identify three possible profiles for faculty and follow each with a broadly inclusive list of acceptable types of dissemination and peer review evidence at each academic rank:

- Someone whose primary work is in applied professional design practice.
 1. The candidate must provide documentation that establishes a record of significant achievement in applied professional design practice. Documentation should be provided for approximately 8 to 12 achievements during the period under review for promotion with tenure; the professional activities should demonstrate significance in terms of peer-reviewed standards of excellence in the creative discipline and/or evidence of significance in the context of application.
- Someone whose primary work is generating creative, artistic works.
 1. The candidate must provide documentation that establishes a record of achievement, including the following possible choices: exhibitions, commissions, publications, grants, funded research projects, and /or fellowships of professional significance. Candidates are encouraged to pursue funding sources in order to support their creative efforts. Documentation should be provided for approximately 8 to 12 achievements during the period under review for promotion with tenure; the professional activities should demonstrate significance in terms of peer-reviewed standards of excellence in the creative discipline.
 2. Additional accomplishments may be documented as indicative of the excellence of research/creative activity, as listed in the Herron Guidelines for Promotion and Tenure (e.g., presentations as a designer-in-residence at other academic institutions; and reviews in professional publications).
- Someone whose primary work is generating new knowledge through scholarly activities.
 1. The candidate must provide evidence of a completed scholarly book /or/ 4 to 7 examples of the candidate's new and significant research accomplishments in her/his own and/or related fields, published in journals/books, films, exhibitions and/or documented as refereed conference papers that present research at professional conferences (in print or electronically). Whatever the medium, the research and the forum for publication should

demonstrate excellence in terms of peer-reviewed standards in the discipline for quality and visibility. If the published work reflects research growing out of the graduate thesis, the work must be revised to represent new or expanded scholarship beyond the thesis.

2. The candidate may provide documentation of accomplishments that complement a candidate's independent research (e.g., book reviews, encyclopedia entries, exhibition catalog entries, editing or translation of documents, short pieces of design criticism, research grants and awards).

Teaching as the declared area of excellence: The candidate must demonstrate excellence in teaching within the school. In addition, the candidate's contributions to the scholarship of teaching must be demonstrated to have made an impact beyond the school, and that he/she has a developing recognition for the quality of those accomplishments at the national level.

1. The candidate must demonstrate internal and external recognition of excellence in teaching practice by a combination of excellence in course evaluations, strong peer reviews, and demonstrated student outcomes.
2. Additional accomplishments that may be documented to demonstrate excellence in teaching include: teaching awards, grants-in-aid of teaching, student achievements, and other evaluative mechanisms as listed in the Herron Guidelines for Tenure and Promotion.
3. The candidate must provide documentation of professional publications and/or conference presentations related to the scholarship of teaching at the regional and national levels.

Service as the declared area of excellence: The candidate must demonstrate excellence in faculty service as defined in the publication *Service at Indiana University: Defining, Documenting, and Evaluating* (1999). 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.

The following four types of faculty service can be documented and evaluated: (a) Service to students; (b) Service to the institution; (c) Service to the discipline or profession; (d) Service to the community.

The following quality indicators provide faculty members a framework for presenting their service work and enabling evaluators to assess the quality of that work: (a) Impact/Significance, (b) Intellectual Work, (c) Importance of Role, (d) Communication and Dissemination, (e) Interaction of service, teaching, and research.

1. The candidate must demonstrate regional and emerging national recognition of his/her service contributions through peer review by external evaluators;
2. The candidate must provide documentation of professional publications and/or conference presentations related to the nature of service in academic life at the regional and national levels.

II. For promotion from associate professor to full professor:

Research/creative activity as the declared area of excellence: the candidate should continue and accelerate the performance shown at the previous rank and be able to demonstrate the achievement of significant national recognition for the quality of accomplishments within his/her discipline.

We identify three possible profiles for faculty and follow each with a broadly inclusive list of acceptable types of dissemination and peer review evidence at each academic rank:

- A. Someone whose primary work is in applied professional design practice.
 1. The candidate must provide documentation that establishes a record of significant achievement in applied professional design practice after the previous promotion and tenure: approximately two per year during the period under review; these professional achievements should demonstrate significance in terms of national recognition in the creative discipline.
 2. Additional factors that may be provided include documentation of other evaluative mechanisms of research/creative activity excellence, as listed in the Herron Guidelines for Tenure and Promotions.

- B. Someone whose primary work is generating creative, artistic works.
 1. The candidate must provide documentation that establishes a record of achievement in exhibitions, commissions, publications, grants and fellowships after the previous promotion and tenure: approximately two per year during the period under review; these professional achievements should demonstrate significance in terms of national recognition in the creative discipline.
 2. Additional factors that may be provided include documentation of other evaluative mechanisms of research/creative activity excellence, as listed in the Herron Guidelines for Tenure and Promotions.

- C. Someone whose primary work is generating new knowledge through scholarly activities.
 1. The expectation for promotion to full professor is publication (in print or electronically) of a scholarly book or a book manuscript accepted for publication in rank. Publishers should be recognized in the discipline for quality and national or international visibility. Exceptions may be made if the candidate demonstrates significant new research accomplishments that have brought a national or international reputation as a productive scholar, and that demonstrate dissemination of a body of work recognized by peers for its depth and importance. In the latter case, candidates should provide evidence of 7 to 10 of her/his new and significant research accomplishments in rank. Valid forms of dissemination of significant research accomplishments may include delivery of refereed conference papers at national or international professional conferences.
 2. The candidate may provide documentation of other accomplishments that indicate national or international recognition as a scholar.

Teaching as declared area of excellence: Excellent, well-documented teaching in the classroom must be accompanied by other documented activities that extend that excellence and pedagogical concern to a broader stage, including significance at the national level. Such activities might include:

1. writing a textbook or textbook chapters;
2. developing innovative teaching materials or techniques and having them published or adopted outside the home institution;
3. playing significant roles in regional and national teaching organizations or conferences;
4. being invited to give lectures, demonstrations or workshops in areas of expertise beyond the home institution;
5. claims of excellence can be reinforced if the candidate has received awards or other public acknowledgement of teaching performance.

Service as declared area of excellence: The candidate must demonstrate excellence in faculty service as defined in the publication *Service at Indiana University: Defining, Documenting, and Evaluating* (1999).

1. The candidate must demonstrate recognition beyond the school, including recognition at the national level, for his /her contributions to the field or the profession while in rank, through exceptional Service or Service Activity as evaluated by peer reviewers;
2. The candidate must submit 4 to 6 new and significant accomplishments that demonstrate service contributions to the profession and their professional recognition of quality beyond the home institution while in rank.

APPENDIX C

**HERRON SCHOOL OF ART AND DESIGN
THREE-YEAR REVIEW DOSSIER CHECKLIST
FOR CANDIDATES**

Candidate _____ Academic Year _____

Area of Excellence _____

**Herron Program and/or
joint IUPUI Appointment** _____

Note: Not every item is required in every case, but most items are required in most cases.

Submit the dossier in electronic pdf format.

____ **Candidate's Statement**

Candidate's own statement on work (a narrative assessing accomplishments including plans for future work in all areas of review, a maximum of 5 single-spaced pages)

____ **Curriculum Vitae**

In accordance with the "IUPUI Dean of Faculties' Guidelines for Preparing and Reviewing Promotion and Tenure Dossiers"

Teaching

____ **Teaching Load Information**

A semester-by-semester listing of all courses taught to date in rank, with number of students taught in each section. (This can be included on the C.V.)

____ **Graduate Committees Served on or Chaired** (This can be included on the C.V.)

____ **Peer Evaluations of Teaching**

3 peer evaluations conducted over more than one course and one semester expected for Third-Year Review

____ **Student Evaluations of Teaching (in aggregated format)**

This should be a table listing the global student evaluation score for every course taught in rank, the number of students filling out the form for each course, and a "global global" average of all the global scores.

____ **Sample Student Evaluations**

Include two complete student evaluations (with comments) for two different courses in the main dossier. (All student evaluations should be included in an Appendix.)

____ **Sample Syllabus**

Appendices

____ **Evidence of Research/Creative Activity**

Digital images showing examples of the candidate's art works or other creative products and/or one or two excerpts of scholarly publications. (*optional for Lecturers*)

____ **Evidence of Student Research/Creative Activity**

Digital images showing examples of student art works or other creative products created under the candidate's mentorship and/or one or two examples of student research papers/projects.

____ **Student Evaluations**

Copies of all student evaluations conducted in all Herron/ IUPUI courses taught in rank, including student comments

APPENDIX D
(see IUPUI Guidelines for most recent version of this checklist)

Candidate _____ University ID# _____

Area of Excellence _____

School _____ Department _____

**FACULTY PROMOTION AND TENURE DOSSIER
UNIT/SCHOOL REVIEW FORM AND CHECKLIST
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS
2012-13 ACADEMIC YEAR**

At the unit/school level, a person well-informed about requirements for promotion and/or tenure dossiers should:

- review the candidate's full dossier;
- ensure that all required materials are included;
- place materials in the proper order;
- remove unnecessary items;
- complete this checklist; and
- provide his or her contact information in case campus-level reviewers have questions about the content or form of the dossier.

The well-informed, unit/school level person may be an administrative assistant, designated faculty member, or other person specified by the dean. This person is required to sign the bottom of this checklist indicating that to the best of his or her ability the requirements for dossier preparation have been met. **This person should refer to the Dossier Format section (page 12) for explicit rules about dossier contents.**

CHECKLIST:

Note: Not every item is required in every case, but most items are required in most cases.

- Submit electronic copy of the dossier in PDF Portfolio format to the Dean of the Faculties office:
 - Each section constitutes one separate, searchable PDF file.
 - Each PDF shall be labeled with the Candidate's Last Name, the dossier section number and section title, for example:

o Smith 01 Checklist/R&A Form	o Smith 04 External Assessments
o Smith 02 Review Level 2	o Smith 05 Reference Letters
o Smith 03 Review Level 1	o Smith 06 Candidate's Statement (etc.)

Each PDF Portfolio shall be labeled with the Candidate's Name and the School's HRMS Code, for example:

- o Smith, John – HERR
- o Doe, Jane – MED

SECTION 01: Checklist/Routing and Action Form

- *Completed School/Unit Review Form and Checklist
- *Routing and Action Form

SECTION 02: Review Level Two (Unit/School)

- *Dean's recommendation and summary evaluation of candidate's work
- If a candidate has an adjunct or joint appointment in another school, letter of recommendation from that unit/school's dean or appropriate representative
- *Unit/School Committee's recommendation and evaluation of candidate's work
- If a candidate has an adjunct or joint appointment in another school, recommendation from that school's committee (optional—decided by that school)

SECTION 03: Review Level One (Primary/Department)

- *Chair's recommendation and evaluation of candidate's work
- *Primary/Department Committee's recommendation and evaluation (including statement concerning candidate's potential for continued development)

SECTION 04: External Assessments

- *A sample external assessment solicitation letter
- *A list containing brief statements on expertise of referees
- *Completed External Referee Forms and external assessment letters in the order they appear on the list
- *All letters received

SECTION 05: Reference Letters

No longer required

- ~~*A sample reference solicitation letter sent for candidate~~
- ~~*All internal letters received~~

SECTION 05: Candidate's Statement

- *Candidate's own statement on work (a narrative assessing accomplishments and including plans for future work in all areas, a maximum of 5 single-spaced pages)

SECTION 06: Teaching

- Teaching Statement (a narrative that analyzes the teaching area and is only to be included if this is candidate's area of excellence, a maximum of 2 single-spaced pages)
- Teaching load information; graduate committees served on or chaired
- Peer evaluation of teaching
- Student evaluation of teaching (in aggregated format)
- Evidence of student learning and match with unit and IUPUI student outcome goals
- Evidence of scholarly dissemination of work and leadership on teaching
- Evidence of undergraduate or graduate student research or mentoring
- Evidence of quality of course development or innovation efforts
- Evidence of teaching development efforts

SECTION 07: Research or Creative Activity

- Research and Creative Activity Statement (a narrative that analyzes the research or creative activity area and is to only be included if this is candidate's area of excellence, a maximum of 2 single-spaced pages)
- Peer evaluation of research or creative activity
- Evidence of scholarly products and presentations
- Research load information; amount of time devoted to research
- Documentation of individual contributions to collaborative work

SECTION 08: Professional and University Service

- Service Statement (a narrative that analyzes the service area and is to only be included if this is candidate's area of excellence, a maximum of 2 single-spaced pages)
- Summary of professional service activities and service load information
- Peer evaluation of quality as well as quantity of professional service as intellectual work
- Evidence of scholarly publications, presentations, or other means of dissemination
- Evaluation by chair of quality and quantity of professional service
- Evaluation by chair of the adequacy of University service

SECTION 10: Curriculum Vita

- Assessment of dissemination outlets, such as the quality of journals, peer-reviewed conferences, and venues of presentations or performance by Chair (or Chair Designee)
- Copy of candidate's *curriculum vitae*

SECTION 11: Appendices

- As determined by candidate and department/unit

Do NOT forward Appendices to Dean of the Faculties Office unless specifically requested.

**These materials will be retained by Dean of the Faculties Office for permanent file.*

The following certification may not be provided by the candidate.

I have reviewed this candidate's dossier and certify that the materials checked off above are included. To the best of my knowledge, this candidate's dossier meets all the requirements for dossier preparation.

Reviewer's Signature Reviewer's Title

Telephone E-mail Date

Telephone

Email

Date

APPENDIX E

Herron Unit Tenure and Promotions Committee

Candidacy for Promotion in Academic Rank

This form is required for a tenured faculty member seeking promotion to full professor or for a lecturer or clinical faculty member seeking promotion. Faculty who are eligible for consideration for tenure and promotion to the rank of associate professor are not expected to fill out this form.

Candidate: _____

Present Rank: _____

Year Achieved: _____

Rank Recommended: _____

Person Recommending Promotion:

(When applicable) _____

This form is to be used for initiating an eligible faculty member's candidacy for promotion. A faculty member may be recommended for promotion by the Dean, any tenured faculty member, or one may declare one's own intention to seek promotion.

This form with a current CV must be submitted to the Office of the Dean by **February 15**. The Dean shall provide a copy of this form to the Chair of Herron's Unit Tenure and Promotion Committee. The Herron Unit Chair shall meet with the candidate to provide guidance and a timeline for assembling and submitting candidate's promotion dossier to the Herron Unit Tenure and Promotion Committee. The Chair of this committee and the candidate must follow the Time Table established in the Herron Unit Tenure and Promotion Guidelines.

Dean's Signature: _____

Date: _____