MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

DEPARTMENT: Art and Design

COLLEGE: Arts and Letters

SEMESTER/YEAR OF CURRENT REVIEW: Spring 2017

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Spring 2020

DEPARTMENT ADOPTION SIGNATURES:

Keith Chak 04-23-17
Department Personnel Committee Chair Date

Department Head 4-25-17

APPROVAL SIGNATURES:

John 5-21-17
Dean Date

Provost 10-8-17

Date

THIS PLAN IS IN EFFECT FROM SPRING, 2017, THROUGH SPRING, 2020
(AY 2017-18, AY 2018-19, AY 2019-20)
DEPARTMENTAL MISSION

The Department of Art and Design is the largest and one of the most varied publicly funded departments of art and design in Missouri. MSU A+D is dedicated to providing a quality curricular and extra-curricular experience to prepare individuals for careers in art, design, art education, and art history, as well as to develop culturally aware, independently minded and imaginative leaders by educating the next generation of creative thinkers.

The department is additionally dedicated to enhancing student and community understanding of and engagement with the visual dimensions of culture, serving the university and broader community through the Student Exhibition Center, the Brick City Gallery, and other public venues and collaborative service activities. Our graduates often enter advertising, publishing, and education fields. They find meaningful careers as graphic designers, educators, professional studio artists, studio and freelance photographers, computer animators, digital artists, museum or gallery personnel, and consultants.

GENERAL GOVERNANCE STRUCTURE

The Department of Art and Design is administered by the Department Head. The Head delegates specific responsibilities (such as curricular review, recruitment, and exhibitions) to the Assistant Department Head, Coordinators, various committees, and staff members. The Head allocates individual budgets for the program areas within the department and appoints area budget administrators. For all other areas of departmental governance, committees with diverse representation make recommendations to the Department Head or decisions are made by the Department Head with appropriate input from faculty.

ADMINISTRATION

Department Head

Appointment and Responsibilities:
The Department Head is appointed by the Dean of the College of Arts and Letters for a five-year term, with performance reviewed annually by the Dean with input from departmental faculty. The Head may be reappointed, generally to a second five-year term, after favorable review in the fourth year.

The Head serves as a leader and manager of the Department of Art and Design. The Head works with faculty and staff to articulate and implement departmental goals and strategies, and represents the best interests of the group within the campus community. The Head must also serve as a liaison between the department and the College Dean, representing the needs and expectations of both to the other. Specific duties and responsibilities of the Head as determined by the Academic Council include:

- Administration of the academic program of the department.
- Planning and development of the curriculum.
- Program review.
- The recruitment of faculty.
- Evaluation and recommendation of faculty for retention, promotion, tenure, salary, leaves, and awards.
- The preparation of course schedules and faculty assignments.
- Encouragement of the professional growth and development of faculty.
- Fostering good communication among departmental personnel.
- Recruitment and retention of students.
- Consulting with students and faculty.
- Student advisement.

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• Planning and administration of departmental budgets.
• Active participation in departmental meetings.
• Ensuring compliance with the University's Affirmative Action Recruitment Guidelines
• General outreach activities.
• Grant writing, fund raising, and donor relations.
• Program assessment, including employer satisfaction with graduates.
• Maintaining ties with alumni.
• Supervision of departmental facilities.
• Supervision of support personnel.
• Working in harmony with the Dean to advance the concerns of the Department, the College, and the University.

• Ensuring appropriately high achievement levels for students, faculty, and staff.
• Upholding standards of professional integrity and ethics.
• Disciplining faculty who have not fulfilled University Handbook duties and expectations.
• Overseeing and implementing the departmental mentoring plan.
• Evaluating the allocation of space for departmental personnel and equipment.
• Maintaining the department's equipment inventory.
• Performing other duties as observed by the Head to be needed and/or assigned by the Dean. The Department Head may delegate many of these duties, but it should be understood that the Department Head is ultimately accountable for all required departmental functions.

Assistant Department Head

Appointment:
The Assistant Department Head is appointed by the Department Head in consultation with the Dean. The initial appointment will be for one year, with the possibility for renewal. The Assistant Department Head must be a tenured faculty member in the Department of Art and Design and will receive four credit hours (one course) of reassigned time each term to perform administrative duties.

Responsibilities:
To assist the Head in performing the administrative tasks necessary for the functioning of the department in such areas as:
• Advisement, including review of transfer students' transcripts.
• Serving in the Head's absence.
• Assisting with coordinating the work of departmental committees.
• Assisting in the preparation of administrative reports as requested by the Head.
• Performing other duties as requested by the Department Head.

It is expected that these duties occupy approximately twelve to fourteen hours per week.

ORIENTATION, COUNSELING AND MENTORING PLAN

Faculty are selected and appointed with the objective that they will be successful in progressing to tenure and promotion. It is the responsibility of the experienced faculty of the department together with the Department Head to assist probationary colleagues in understanding the expectations of the department and to help them in successfully meeting those expectations.

In order to progress towards this objective, the Department of Art and Design has established an Orientation, Counseling and Mentoring program. It is expected that probationary faculty will participate in the orientation and counseling aspects of this program when it is appropriate. Experienced faculty will be expected to share in those aspects of the program as part of their departmental service. The mentoring aspects of the program will be voluntary for mentors and those mentored.

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Orientation and Counseling

Department Head Responsibilities:
- Communicate with the probationary faculty member concerning the policies and procedures of the University, College, and Department and/or ascertain that those policies and procedures are understood.
- Familiarize the probationary faculty member with the expectations and requirements of the Department of Art and Design in teaching, scholarship, and service and/or ascertain that the probationary faculty member is familiar with those expectations and requirements.
- Organize departmental orientation session when new faculty become associated with the Department of Art and Design. This should be scheduled within the first two months of a new faculty member's appointment with the objective being to more formally orient the new faculty to the departmental handbook policies and mentoring options.
- To participate in classroom visitations for the purposes of mentoring or counseling probationary faculty in their teaching effectiveness, as described below under Probationary faculty responsibilities
- Organize an advising workshop for first year faculty in the Department of Art and Design.

New Faculty Orientation:
During the first week prior to the beginning of classes, University level orientation session will be held. This will be held to familiarize new faculty members with office procedures, departmental structure, relevant College and University policy, the evaluation process, and suggestions related to teaching.

Advising Workshop:
An advising workshop will be held during the spring semester for all first year faculty. This workshop will present the information for someone to begin as an advisor within the Department of Art and Design.

Personnel Subcommittee:
- As a part of new faculty orientation, the chair of the Personnel Subcommittee will be invited by the Department Head to explain the general nature of the evaluation process for faculty appointment, retention review, tenure review, and promotion, as well as the nature of the documents the probationary faculty member should retain for each review.
- In a timely fashion, invite each faculty member anticipating a review to submit complete or incomplete dossier materials or questions for early review and input regarding its expected contents.
- Report to the tenured faculty that each faculty member to be reviewed has provided the requested documentation.

Department Member Responsibilities:
- To participate in orientation and counseling activities when expected.
- To provide informal help and counseling when requested by a probationary faculty member.
- To participate, when invited, in classroom visitations for the purposes of mentoring or counseling probationary faculty in their teaching effectiveness, as described below under probationary faculty responsibilities.

Probationary Faculty Responsibilities:
- To attend orientation and counseling activities, when appropriate.
- To make a good faith effort to meet the requests for documentation when undergoing evaluation.
- To seek help and counseling when a need becomes apparent with the understanding that all full-time faculty can be called on for assistance.
- To schedule during the first year of appointment a classroom visitation/observation with his/her Mentor and with the Department Head. These observations are for the purposes of mentoring and assisting with teaching effectiveness and is not part of the evaluation process. The visitations should be scheduled during the second semester of the first year, after the faculty review portion of the reappointment process has been completed. The visitation process should be agreed upon, in advance, by

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those involved and may be as formal or informal as mutually agreed. The subsequent discussion regarding
the observed class session should be candid and allow for possibilities of future observations by the same
or other faculty, if desired.

**Mentoring**

Any new or probationary faculty member associated with the Department of Art and Design is entitled to
have one departmental mentor. It is acknowledged that the success of a mentoring relationship is
dependent upon the trust and rapport that comes to exist between the mentor and the individual mentored.
Therefore, great latitude is granted in the mentoring process itself, and it is expected that confidences
between the mentor and mentee will always be honored.

Mentors are normally ranked members of the Department of Art and Design. In special circumstances, a
faculty member may also choose to have a mentor from outside the Department. The mentoring
relationship may be terminated at any time by request of the mentee or the mentor. The Department Head
will notify all affected parties.

**Department Head responsibilities:**
- Encourage all new and probationary faculty to participate in the mentoring process.
- Identify a mentor for each new faculty member as soon as reasonable during the first half of the first
  semester of his or her association with the Department of Art and Design.
- Monitor the mentoring process for each new probationary faculty member on a semester-by-semester
  basis and identify an alternative mentor when ever the mentee or the mentor requests, or when the
  Department Head deems it to be necessary.
- Report to the Department faculty in April on the Mentoring Program for the current academic year.

**Mentor responsibilities, when requested:**
- To assist her/his mentee’s progress in the areas of teaching, scholarship, and service.
- To review documents in advance for a departmental evaluation procedure and make
  recommendations for their preparation.
- To assist the mentee in determining and meeting his/her professional goals.
- To be open to the discussion with the mentee of any issue which pertains to the mentee’s performance
  or career at Missouri State University.
- The mentor will attend tenured faculty evaluation meetings pertaining to their mentee as an observer
  only. The mentor takes no active role in a departmental peer review process concerned with their
  mentee, except in terms explicitly stated in the Faculty Handbook. The mentor will not submit a
  written assessment form to the Personnel Subcommittee, and, if serving on the Personnel
  Subcommittee, will not participate in the writing of the evaluation letter pertaining to his or her
  mentee. The mentor may sign the final letter to register a vote.

**CRITERIA FOR GRADUATE FACULTY STATUS**

I. The Department of Art and Design requires a terminal degree (MFA, EdD, or PhD).
II. Applicants must receive majority approval by the current Graduate Faculty within the department.
III. Faculty may meet the criteria of membership on the Graduate Faculty of Art and Design in the
following ways, depending upon area of expertise:

**Requirements for Graduate Faculty whose research includes scholarship geared towards
publication:**
This category applies to Art History faculty; Art Education faculty may fall completely into this category
or combine scholarly practice between publication-based and studio-based research as noted below.

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The Department requires that faculty must have the minimum of three scholarly publications (or equivalent) in hand. Publications can include:

- Publication of a book that is the result of peer-reviewed original research with a scholarly publishing company
- Publication of a peer-reviewed article in national/international or regional scholarly publication
- Authorship of chapter in a peer-reviewed scholarly edited volume
- Authorship of textbook, or chapter in a textbook, in the field of expertise by an educational/scholarly publisher
- A competitively selected (peer-reviewed) national conference presentation that is published in conference proceedings (or comparable forum) (can be counted once).

Requirements for Graduate Faculty whose research includes scholarship geared towards studio-based activities and its dissemination:

- An established history of juried exhibitions or presentations: This can be demonstrated by creating and presenting and/or exhibiting original works of artistic expression or visual communication that takes place within juried or invitational venues such as university/college galleries, professional competitions and/or publications, galleries, museums, or alternative and virtual spaces. An 'established history' is typically more than 3 years' worth of demonstrated peer-reviewed activities at the wide-regional, national, or international level. Because disciplines within Art and Design studio are so varied, the specific determination will be verified through a vote of current Graduate Faculty within the department.

Art Education faculty have the option of qualifying using either publication-based or studio-based or a combination of criteria depending on the individual's expertise. Example: an established history of juried exhibition or presentations and 2 publications.

PROMOTION, TENURE, AND ANNUAL APPOINTMENT PROCEDURES

Faculty members support the mission and goals of the Department, College, and University through fulfilling their responsibilities in the areas of teaching, scholarship/creative activity, and service. The Department makes determinations for annual appointment, tenure, and/or promotion on the basis of the faculty member's documented performance in each of these essential areas in relation to criteria defined in this document and in accordance with the various documents that define the roles and responsibilities of faculty at MSU.

The following departmental procedures for making decisions on applications for annual appointment are consistent with the University Faculty Handbook (University Faculty Handbook Sec 3.4) and the University's requirements for Appointment, Tenure, and Promotion of Tenure-Track Faculty approved by the Faculty Senate in August 15, 2011, and the College of Arts and Letters Guidelines for Promotion, Tenure and Annual Appointment.

The General Criteria as defined by the University Faculty Handbook and the Criteria for Promotion, Tenure and Annual Appointment in the Art and Design Faculty Handbook will be used for these evaluations.

By September of each academic year, the Department Head shall provide to all full-time members of the Art and Design faculty a list of all non-tenured faculty members eligible for reappointment, together with an indication of their years of service to MSU and the number of years remaining before they are to be considered for tenure. The Department Head will also inform the Personnel Committee of faculty who have applied for promotion and/or tenure in a given year.

Deadlines to submit applications for annual appointment and tenure and promotion are available from the Office of the Provost. It is the faculty members' responsibility to inform themselves of the procedures and deadlines concerning application for annual appointment, tenure, and promotion and conform to them.
All materials for evaluation as listed below must be given to the departmental secretary to be kept on file for the Personnel Committee. Faculty members undergoing evaluation should deliver dossiers to the Art and Design office by 5:00 p.m. on the day of the deadline. These materials are kept confidentially in the Art and Design office and an administrative assistant will check out the materials for review. The materials should be examined in the department office, with the possible exception of meetings of the Personnel Subcommittee and Personnel Committee. During the entire evaluation process, all individuals responsible for reviewing the materials within the dossier must adhere to strict confidentiality. Dates for submission of evaluation materials to the Personnel Committee will be published early in September by the Personnel Subcommittee in accordance with the submission deadlines for Department Heads, which are established annually by Provost’s Office and are found in the Academic Work Calendar.

Every faculty member applying for promotion, tenure, and annual appointment must submit the materials specified in the Governance Handbook and College of Arts and Letters Guidelines for Annual Appointment, Tenure and Promotion as well as materials to document teaching effectiveness, scholarly significance, and service contributions.

PERSONNEL COMMITTEE

The Personnel Committee consists of the entire tenured faculty for purposes of Annual Appointment, Pre-Tenure Review (see University Faculty Handbook, Sec. 4.8.3), and Tenure. For purposes of Promotion, it consists of those tenured faculty members at or above the rank for which the faculty member is applying. All tenured faculty have the responsibility to examine carefully all of the materials presented by each candidate.

After each full-time faculty member receives the list of all non-tenured faculty members eligible for reappointment and candidates have provided the requested documentation, Personnel Committee meetings to consider all evaluations will be held within a reasonable amount of time. Meetings will be held prior to the date on which departmental recommendations are due in the Department Head’s office. At the meetings for annual appointment, consideration will be given to an individual’s progress towards tenure with special emphasis placed on those individuals who are in the year prior to the last year in which tenure proceedings may be instituted. Each member of the Personnel Committee (of the appropriate rank in the case of promotions) must review the materials presented by the individual applying and verify their review by signing the sheet placed in front of the dossier binder. When the final letter of recommendation from the Personnel Committee is ready for signatures, only those members of the Personnel Committee who have reviewed the materials may sign. Each member of the Personnel Committee will prepare a Dossier Assessment Form with supporting rationale for the Personnel Subcommittee. Based on the Assessment Forms, the application, and substantiating data, the Personnel Subcommittee will prepare a recommendation, which will then be presented to the entire Personnel Committee for a vote. If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision (University Faculty Handbook Sec. 4.6). The candidate will be given a copy of the recommendation as it is forwarded and will have access to all materials submitted to the Head.

As each stage of the evaluation process is completed, the faculty member under review will be notified of the decision of the evaluating body in writing and will have an opportunity to respond in writing. The faculty member’s response, if any, becomes a part of the evaluation material which moves to the next stage. After the Personnel Committee completes its work, its recommendation is forwarded to the Department Head.

The terms of annual appointment shall reflect consideration of the individual’s progress towards tenure by means of granting one of the following: a terminal appointment, a continuing appointment with reservations, a continuing appointment without reservations. Annual evaluations must indicate the
progress toward tenure and promotion as (a) satisfactory, (b) questionable, or (c) unsatisfactory. For purposes of tenure or promotion, the recommendation will be either positive or negative. If the recommendation is negative, the Personnel Subcommittee should consult with General Counsel regarding the wording of the recommendation. The process will go forward as stipulated in the University Faculty Handbook Sec. 4.6

The Department Head performs an independent evaluation and makes an independent recommendation for reappointment tenure and/or promotion, as appropriate. This recommendation will be communicated to the faculty member under review, and she/he will have an opportunity to respond in writing. When this process is complete, the Personnel Committee's and Department Head's recommendations with accompanying rationale are forwarded to the Dean.

In cases in which differences between the recommendation of the Department Head and Personnel Committee exist, the Department Head will state in writing to the affected faculty member, the Personnel Committee, and other involved administrators compelling reasons why she/he cannot agree with the original recommendation. Both recommendations will be forwarded to the Dean.

**Personnel Subcommittee**

The Personnel Subcommittee is composed of three members elected by the tenured faculty, one of which must be a full professor. The faculty member with the fourth highest number of votes will be the alternate committee member and will serve on the Subcommittee if one of the members is ineligible to serve (see Departmental Mentoring Policy within in this document). Members must be tenured and will serve for two years and are not eligible for re-election for three years. Faculty members who apply for promotion must not serve on the Evaluation Subcommittee the year of their application.

**Personnel Subcommittee Responsibilities:**

At the beginning of each academic year, the newly elected Personnel Subcommittee will elect a committee chair. The committee chair is responsible for the general organization and scheduling of Subcommittee and Personnel Committee meetings. The chair’s responsibilities also include working with the Department Head to ensure the submission of Personnel Committee recommendations in a timely manner.

The Personnel Subcommittee also has the responsibility of ensuring fairness, confidentiality and a respect for academic freedom within the process of evaluation for annual appointment, tenure and promotion.

1. As early in the fall semester as possible, the Personnel Subcommittee will publish dates for submission of materials in accordance with submission guidelines for Department Heads, which are published annually by Provost's Office in the Academic Work Calendar.

2. Each applicant for annual appointment, tenure, and promotion will be provided the opportunity to meet individually with the Personnel Subcommittee for advice concerning the organization of the application dossier. These sessions will be scheduled so as to allow each applicant sufficient time to prepare the dossier prior to submission to the Personnel Committee for review.

3. For annual appointment and tenure, the Subcommittee will prepare the recommendation for the Personnel Committee based on the materials presented by the candidate and the Dossier Assessment Forms with supporting rationale submitted by members of the Personnel Committee (these Assessment Forms are to be seen only by the Personnel Subcommittee). In all cases, the Committee will follow the guidelines contained in the University Faculty Handbook, the University Guidelines, the College of Arts and Letters Guidelines for Tenure, Promotion and Annual Appointment and the Art and Design Faculty Handbook. If there is conflict, the University Faculty Handbook is to be the document followed.
4. For promotion, the Personnel Subcommittee will prepare the recommendation based on the materials presented by the candidate and the Dossier Assessment Forms with supporting rationale submitted by the faculty holding the rank at or above that being applied for in the promotion. In all cases, the Committee will follow the guidelines contained in the University Faculty Handbook, the University Guidelines, the College of Arts and Letters Guidelines for Tenure and Promotion and the Art and Design Faculty Handbook. If there is conflict, the University Faculty Handbook is to be the document followed.

5. The Personnel Subcommittee assumes the responsibility of responding to any departmental concerns presented by either a member (or members) of the Personnel Committee or any of those faculty being evaluated relative to non-compliance with University, College or Departmental policies concerning evaluation. The Subcommittee may present such issues to the Personnel Committee and/or the Department Head, if deemed necessary.

PEER TEACHING OBSERVATION AND REVIEW

In addition to the required visits by Mentor and Department Head listed above under the Orientation, Counseling and Mentoring program, pre-tenure faculty are encouraged to invite their senior, tenured colleagues to visit their classrooms to observe and provide feedback on their instruction. While this is optional, such peer observation and discussion of pedagogical strategies is encouraged within the Department so that faculty may improve their teaching. Some areas such as Art History and Art Education are heavily dependent on oral communication, and junior faculty in these fields may particularly benefit from classroom observations that afford their senior colleagues a chance to witness their lecture delivery and verbal interactions with students. These kinds of observations provide the opportunity for good mentorship.

EXTERNAL REVIEWS

For promotion and tenure, three external letters of recommendation from outside this University are required. The letters must be written by reviewers who can evaluate creative/scholarly/professional work. The reviewer should possess a terminal degree and is typically in an academic position. Reviewers with academic appointments should be employed in institutions/programs at or above the level of the institution in which the candidate is employed and should hold rank above the level of the candidate. When appropriate, reviewers outside of academia holding terminal degrees may be drawn from research/creative institutes, foundations, organizations, or the private sector. To assure fair evaluation it is important that the reviewers not be personal friends or mentors, but can have limited professional association with the applicant. Individuals with whom the candidate has collaborated with or studied under are ineligible. Individuals with whom the individual has a personal relationship are ineligible. Candidates should disclose any relationship or association with a potential reviewer prior to their selection, so as to avoid any potential conflict of interest. Additional guidelines and criteria are available through the Provost's Office.

For the external review letters, the applicant will provide the Department Head with the names of six experts in the applicant’s field who are not associated with this University and meet the above guidelines. In addition, the candidate must provide the Department Head and Personnel Subcommittee with a brief narrative delineating each expert's qualifications. The Department Head and Personnel Subcommittee collaborate to approve the reviewer list or request additional reviewers, as necessary. See section 4.8.2.2 of the University Handbook. To ensure a workable schedule, the following calendar should be observed: Applicants should begin developing a list of reviewers by the last Friday in March of the academic year prior to the tenure and/or promotion review, and by the second Friday in April will have met with the Department Head and Personnel Subcommittee to discuss and finalize the list of three names, with three potential alternates. The final list should be signed by the applicant, the Department Head, and the Chair of the Personnel Subcommittee and remain in the applicant’s file. Before the second Friday of May, the
Department Head will have contacted the reviewers regarding their willingness to provide a letter of review and confirmed three reviewers.

It is the responsibility of the applicant to submit three sets of examples (excerpts of books, complete articles, images of creative work) of scholarly materials to the Department Head, who will have the responsibility of mailing the materials to the reviewers. Appropriate materials to be sent to reviewers can be found on the Provost's website but will typically include a personal statement, curriculum vita, departmental criteria for tenure/promotion along with any relevant university faculty handbook additions, and examples of scholarly or creative work. The deadline for submission of review materials to the Department Head second Friday in July, during the summer prior to the tenure review. The Department Head will make sure the appropriate form letter (addressed to the reviewer) and other required materials are included. The Department Head, Personnel Committee, and tenure and/or promotion candidate must all work together to ensure the external letters are returned to the department no later than the end of September of the tenure and/or promotion review year. Standard instructions for reviewers are to review CV and samples of work in terms of the criteria (also sent) of the candidate's home institution and department. Information on the candidate's teaching and service load should be provided to the reviewer. Only work that is eligible for consideration under the terms of appointment should be submitted to reviewers. The reviewer is invited to consider the whole of the candidate's CV, but the primary focus of the external review is on the quality of scholarship and research. It is expected that faculty in one's own department and institution can fairly assess contributions in teaching and service, and that all reviewers' comments in regards to quantity of scholarship (level of production) will be assessed in the context of one's own department's and institution's established standards. External reviews will constitute one part of the evaluation of the candidate's scholarship, and will be combined with the candidate's annual evaluations, merit reviews, and other appropriate means.

Letters of evaluation from the external reviewers will be addressed to the Personnel Subcommittee and will be held as confidential, unless the reviewer designates otherwise. Only the committees and administrative officers directly responsible for the decision of concern will have access to the evaluation letters, unless they are required specifically and legally to do otherwise.

The Personnel Committee and Subcommittee may solicit documentation from various sources, including appropriate University faculty. The Personnel Committee and Subcommittee will name, in the recommendation, all sources used for documentation that were not provided by the candidate. The Personnel Committee also has access to an applicant's original appointment letter minus information about salary. This information will be provided by the Department Head upon request.

**PROMOTION, TENURE AND ANNUAL APPOINTMENT CRITERIA**

Although all faculty should be judged on the basis of equal standards, it is recognized that faculty roles vary in relation to teaching, research/scholarship/creative activity and service, and that the relative emphasis on these roles may change over a person's academic career. All decisions relating to annual appointment, tenure, and promotion should take into account the total contributions of the individual in all three areas, and the differing roles and responsibilities each faculty member has, specific assignments negotiated with the Department Head, and other documents governing the evaluation process.

The criteria for annual appointment, tenure, and promotion should be consistent with the expectations and standards of evaluation set forth in the departmental Compensation Plan. The numeric performance ratings established in the Compensation Plan may be considered equivalent to the criteria levels listed below. In general, an average of a "3" rating within the Compensation Plan relates to the "commendable" level, an average of a "4" to "5" rating is equivalent to the "excellent" level, and sustained performance at the "4" to "5" rating over several years is equivalent to the "sustained excellence" level. Although the criteria for evaluation are related and consistent, the Compensation Plan evaluates performance for
specific years and promotion/tenure recommendations are based on sustained or cumulative accomplishments.

Faculty members applying for tenure or annual appointment to a tenure-track position should not be assigned excessive service duties nor take on "weights" or roles inconsistent with the expectations and criteria for tenure. As stated within the departmental Compensation Plan regarding annual review and workload negotiations, the department head may intervene on the candidate's behalf in order to adjust workloads as appropriate for annual appointment and tenure expectations.

- Teaching: Documented evidence that the faculty member is an effective teacher as defined by established departmental, college, and university criteria at the desired level, outlined below, defined within departmental policies and evidenced by student evaluations, self-evaluation, and outcomes evaluation (Student evaluations may not count more than 50% of the total teaching evaluation as stated in University Faculty Handbook Sec. 4.2.1.3).
- Scholarship: Documentation of scholarly activity should clearly indicate meeting performance expectations at the desired level, outlined below, within the departmental policies established for the various classifications of scholarship.
- Service: Documented service to the department, college, university or extramural activities in which the faculty member demonstrates contributions at the desired level, outlined below.

**APPOINTMENT TO INSTRUCTOR**

This is an unranked academic position, requiring effectiveness in teaching. Instructorships are not tenure-eligible positions but are evaluated annually and may be renewed as stipulated in individual position contracts. See University Faculty Handbook Sec. 3.6.1.

**APPOINTMENT TO SENIOR INSTRUCTOR**

This is an instructor who has demonstrated excellence in teaching and service at Missouri State University for at least 5 years may be appointed as a Senior Instructor. Senior Instructors are expected to provide leadership in teaching, contribute to course and curriculum development, and provide appropriate university service. See University Faculty Handbook Sec. 3.6.2.

**APPOINTMENT TO SENIOR INSTRUCTOR SPECIFIC TO THE GALLERY DIRECTOR POSITION**

The Gallery Director may be appointed the rank of Senior Instructor by successfully demonstrating excellence in teaching and service for at least 5 years. A Gallery Director should summarize the ways in which activities of director of a departmental teaching gallery (such as curating shows, contributing to departmental assessment strategies, promoting the gallery mission, and promoting departmental missions) meet the criteria for teaching. The accomplishments related to the directorship of the Brick City Galleries and any teaching assignment should be listed under teaching, while the committee and community services should be listed under the service category. Any research activities, though not required, should also be included in the application.

**APPOINTMENT TO ASSISTANT PROFESSOR**

Assistant professor positions require meeting the minimum eligibility requirements stated within the University Faculty Handbook 3.4.1. completing the terminal degree, and a "commendable" level of performance in teaching, scholarship/creative activity, and service, as described below.

**ANNUAL APPOINTMENT**

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For annual appointment, the faculty member must meet the minimum eligibility requirements stated within the *University Faculty Handbook* Sec. 4, and must demonstrate effectiveness in teaching and research/scholarship/creative activity at the minimum "commendable" level as described below.

**TENURE**

Tenure requires meeting the minimum eligibility requirements stated within the *University Faculty Handbook* Sec. 3.8.2. The candidate must also demonstrate teaching effectiveness and service at an "excellent" level, and at least a "commendable" level of research/creative activity moving toward "excellent" level, as described below.

**STATEMENT ON EARLY TENURE**

Early application to tenure, as defined in the University Faculty Handbook in section 4.6.2, is permissible for exceptional applicants in their fourth or fifth year of employment (past the three-year probationary period). The applicant for early tenure will, by year four, have met the expectations associated with the "excellent" criteria in teaching, service, and research that are required to obtain tenure and promotion over the course of the normal six-year probationary period. With regards to research, because of the highly varied nature of research activities in the Art and Design Department this might take a number of forms, but a studio artist or designer, for example, might exceed the research requirements through a combination of activities such as high-profile gallery or museum exhibitions, wide regional, national or international exhibitions, competitions, performances, awards, grants, publications, presentations; and, for example, an art historian or art educator's involvement through international or national peer-reviewed presentations, publications, and/or exhibitions. In teaching, the applicant may prove exceptional by substantially revamping a significant amount of curriculum, by being recognized with teaching awards, through significant investment in student learning (such as taking on internships, Study Away, Honors College, or other high impact learning activities), or similar activity or recognition surpassing the usual standards of excellence. In service, the applicant may have served the department, college, or university in a substantial way, taking on greater than normal responsibility.

**PROMOTION**

The Art and Design Department recognizes the necessity for further elaboration of the standards for promotion in academic rank, as outlined in the *University Faculty Handbook Sections 4 and 4.6.3*. All promotion deliberations include an evaluation according to the general criteria in the *University Faculty Handbook Sec. 4*, which becomes increasingly rigorous with each subsequent rank as outlined below. The Art and Design Department considers the rank of Assistant Professor to be the appropriate rank for a newly appointed faculty member with an M.F.A., Ed.D. or Ph.D.

**PROMOTION TO ASSOCIATE PROFESSOR**

Promotion to Associate Professor requires meeting the minimum eligibility requirements as stated within the *University Faculty Handbook Sec. 3.4.2* and an "excellent" level of performance in teaching and scholarship/creative activity and service, as described below.

**PROMOTION TO PROFESSOR**

Promotion to Professor requires meeting the minimum eligibility requirements as stated within the *University Faculty Handbook Sec. 3.4.3* and an "sustained excellence" performance in two of the three following categories: teaching, scholarship/creative activity, and service, and at least the "excellent" level of performance in the other category, as described below.
DESCRIPTION OF LEVELS REQUIRED

Description of Levels Required for Annual Appointment, Tenure, and Promotion.

TEACHING CRITERIA

COMMENDABLE LEVEL

Faculty member demonstrates a developing mastery of content and clear, effective pedagogical strategies, demonstrating competence in teaching.

Examples which indicate a mastery of content and clear, effective pedagogical strategies include, but are not limited to:

- Demonstrating a clear and coherent approach to instruction.
- Communicating and consistently applying clearly defined standards of performance in classroom and homework activities.
- Fostering intellectual curiosity and openness to diverse ideas.
- Promoting and reinforcing critical thinking.
- Maintaining reasonable performance expectations, academic integrity, treating students fairly and as unique individuals and developing evaluations that accurately reflect student learning.
- Achieving satisfactory student evaluations.
- Demonstrating satisfactory student outcomes.
- Student evaluations which are generally positive.

The Commendable Level is achieved by demonstrating most or all of the above indicators.

EXCELLENT LEVEL

Faculty member demonstrates a mastery of subject matter, clear, effective pedagogical strategies, and ability to formulate goals relating to teaching effectiveness and strengthening pedagogical methods. The teacher working at the excellent level maintains, but moves beyond the commendable level of performance in teaching to demonstrate maturity in teaching.

Examples which indicate the ability to move beyond the commendable level and to formulate goals and strengthen pedagogical methods include, but are not limited to:

- Regular updating of course content.
- The use of current materials, analysis of course outcomes and changing of strategies, etc.
- Designing effective, innovative class activities, experiences or projects.
- Utilizing teaching activities that enable students to learn independently through discussion and exploration when appropriate.
- Consistently achieving positive student evaluations.
- Providing evidence of positive student outcomes.
- Receiving positive peer teaching evaluations (this may take the form of recommendations from those who have observed the candidate's teaching).
- Obtaining grants, awards, and other recognition outside the department related to teaching.
- Engaging in the scholarship of teaching.

The Excellent Level is achieved by demonstrating most or all of the above indicators.
SUSTAINED EXCELLENCE LEVEL

Faculty member demonstrates a mastery of subject matter, clear, effective pedagogical strategies, the ability to formulate goals and strong pedagogical methods, leadership within curricular matters and the ability to innovate beyond minimal teaching assignments. The teacher at the sustained excellence level maintains, but moves beyond teaching practices at the excellent level to demonstrate leadership in the area of teaching.

Examples which indicate the ability to move beyond the above-expected level and to demonstrate leadership and the ability to innovate beyond basic teaching assignments include, but are not limited to:

- Flexibility of presentation as suggested by circumstances.
- Experimentation which leads to growth in teaching concepts and methodology.
- Participation in the major restructuring of existing courses or programs or in the development of new courses and programs.
- Designing innovative activities in and outside of classes that enable students to work cooperatively or otherwise to contribute to each other's learning.
- Achieving consistent outstanding student evaluation.
- Receiving strongly positive peer teaching evaluations as pre-tenure faculty (This may take the form of recommendations from those who have observed the candidate's teaching)
- Organizing and participating in discussions, seminars and workshops in and outside one's department to share information on learning methods, resources, and career opportunities for students.
- Obtaining grants related to teaching.
- Receiving University recognition or external awards for teaching.
- Achieving recognition for the scholarship of teaching.

The Sustained Excellence Level is achieved by demonstrating most or all of the above indicators.

SCHOLARSHIP/CREATIVE/PROFESSIONAL ACTIVITY CRITERIA

INTRODUCTION

The University Faculty Handbook recognizes diverse classifications of scholarship as a component of faculty responsibility (section 4.2.2). Scholarship has a complementary and overlapping relationship with teaching and service which, when combined, establishes the underlying, driving force for creating educated persons, the fundamental mission of the University. The nature of professional activity in which our faculty are engaged within the context of a comprehensive, public university demands a broad-based approach toward recognizing and categorizing scholarship achievements.

GENERAL CRITERIA AND EXPECTATIONS

A major focus of the Department is the preparation of individuals for a variety of future careers in art, design, and related disciplines, we believe that all faculty must be actively engaged in scholarship, professional, and/or creative activity to maintain their own professional focus and growth, to provide examples for students, and to support the missions of the department, college, and university. We realize that research/scholarship can take many forms and endorse a broadened conception of scholarship growing out of the work of Ernest Boyer and including the scholarships of discovery, integration and application, and teaching. The different forms of scholarship should not be viewed as hierarchical.

In a department of art and design, scholarship/research/creative/professional activities can take many forms. Regardless of their specific nature or category, all substantial scholarship activities will embody the following characteristics:

last updated April 24, 2017
• The activity requires a high level of discipline-related expertise.
• The activity can be validated as a scholarly or creative contribution.
• The activity and its results can be documented.
• The activity and its results can be peer-reviewed.
• The activity has significance or impact.

ART EDUCATION: Expectations for Scholarly Activity
It is expected that all art education faculty will be involved in scholarly/professional/creative activity that has the potential for peer review. One demonstrates this involvement through presentations, publications, exhibitions, grant-writing, acting as a consultant, juror, reviewer, and other forms of scholarly activity within the broadened conception of scholarship as elucidated by Boyer, including the scholarship of discovery, application and integration, and of teaching. Since art educators prepare students to teach curriculum with a heavy focus on art making, creative activity can be an appropriate supplement to other forms of scholarly activity for art educators. The Department recognizes that the potential range of substantive scholarly activity in art education is broad and often includes the scholarships of application, integration and teaching, as well as that of discovery. Many types of scholarly activity in art education take a considerable amount of time to bring to fruition. For this reason, work in progress will also be considered in evaluating a candidate's scholarly activity.

ART HISTORY: Expectations for Scholarly Activity
It is expected that all art historians will be involved in scholarly/professional activity that has the potential for peer review. One demonstrates this involvement through presentations, publications, consulting, acting as a reviewer, grant-writing, and other forms of scholarly activity within the broadened conception of scholarship elucidated by Boyer, including the scholarships of discovery, application and integration, and of teaching. The Department recognizes that scholarly activity in art history and its related fields is difficult, highly competitive, and takes a great deal of time to bring to fruition. For this reason, work in progress will be considered in evaluating a candidate's scholarly activity.

STUDIO ART AND DESIGN: Expectations for Scholarly/ Creative/ Professional Activity
It is expected that studio artists and designers will be actively involved within various creative/professional activities and that the levels of peer review as described below will be used as a means for making evaluations relative to re-appointment, tenure, and promotion. Within evaluations for promotion, the level of expectations of peer review necessary for advancement will increase through the ranks. Creative, professional, and scholarly activities for the studio artist and designer will encompass Boyer's broadened definition of the scholarships of discovery, of application/integration, and of teaching.

LEVELS OF SCHOLARLY/CREATIVE ACTIVITY

COMMENDABLE LEVEL:

Reappointment

Art education faculty will provide evidence of scholarly activities that have the potential for peer review, such as those listed above. This is the "commendable" level of scholarly activity. During the years as Assistant Professor, the art educator should be building a record of recognized peer-reviewed scholarly and creative activity. For continuing reappointment, one would expect presentations of scholarly work at state, national or international conferences, articles written and being submitted for publication and other evidence of scholarly activity broadly defined. Additionally, involvement in state, regional, national or international exhibitions would be considered valuable.

last updated April 24, 2017
The art historian will provide evidence that he/she is engaged in scholarly activity that has the potential for peer review. This is the "commendable" level of scholarly activity. During the early years as Assistant Professor, the art historian should be building a record of recognized peer-reviewed scholarly activity. For continuing reappointment, one would expect presentations of scholarly work at regional, national, or international conferences, articles written and being submitted for publication and other evidence of scholarly activity broadly defined. By the year prior to your tenure application, some of this work should be having reached fruition and received positive peer review, as evidenced by acceptance for presentation or publication.

The studio artist or designer will provide evidence that he/she is engaged in research, scholarship, creative, and/or professional activity in which the level of selection, peer review and/or recognition encompasses a review process at a local or regional level outside the University. This is the "commendable" level of creative and/or professional activity required of all studio artists and designers. By the year prior to your tenure application, the studio artist or designer should broaden the level and/or recognition of scholarly, creative, and/or professional activity to include a range of activities at wide regional or national levels.

Tenure

For tenure, the candidate must demonstrate at a minimum, a "commendable" level of scholarly/creative activity, clearly moving toward the "excellent" level.

EXCELLENT LEVEL

Promotion to Associate Professor

Art Education faculty should be able to demonstrate that he/she has achieved an "excellent" level of scholarly contributions while an Assistant Professor through a combination of presentations, publications, awards, grants, and other peer-reviewed scholarly/creative activity broadly defined. For illustrative purposes only, a combination of state, national, or international presentations with two or three publications and other scholarly/creative activity would clearly meet the "excellent" criteria. However, other means of demonstrating scholarly work is acceptable, if it can be argued that the activity represents a comparable level of achievement. Meeting or exceeding the "excellent" level of scholarly activity for a sustained period of time would be considered "sustained excellence."

The art historian should be able to demonstrate that he/she has achieved an "excellent" level of scholarly contributions while an Assistant Professor through a combination of presentations, publications, awards, grants, and other peer-reviewed scholarly activity broadly defined. For the purpose of illustration only, a combination of regional, national, or international presentations with two or three publications and other scholarly activity would clearly meet the "excellent" criteria. However, other means of doing so are also acceptable, if it can be argued that they represent a comparable level of achievement. Meeting or exceeding this level of scholarly activity for a sustained period of time will be considered "sustained excellence."

The studio artist or designer will provide evidence that he/she is engaged in scholarship, research, and/or creative activity in which the level of selection and/or recognition encompasses a review process at a wide-regional or national scope of review. This is the "excellent" level of creative/professional activity required of all studio artists and designers. The studio artist or designer should be able to demonstrate that he or she has achieved an "excellent" level of scholarship, research, and/or creative activity while an Assistant Professor through a combination of wide regional, national or international exhibitions, performances, awards, grants, publications, presentations and/or forms of broadly defined recognized scholarly activity. Meeting or exceeding this level of scholarship, research, and/or creative activity for a
sustained period of time will be considered "sustained excellence" but is not applicable or expected during years prior to tenure.

SUSTAINED EXCELLENCE LEVEL

For Promotion to Full Professor

For Art Education Faculty, both the cumulative record and work done while an Associate Professor are considered. Promotion to Full Professor requires a sustained, cumulative record of peer-reviewed scholarly activity at the state, regional, national or international level. Promotion to Full Professor requires either a "sustained excellence" level of scholarly activity or "excellent level" of scholarly and creative activity combined with a "sustained excellence" level of teaching and service. For illustrative purposes only, a combination of peer-reviewed state, regional, national or international presentations, along with a substantial number of major publications and evidence of sustained involvement within the art education community would clearly constitute "sustained excellence" in the field.

In Art History, both the cumulative record and work done while an Associate Professor are considered. Promotion to Full Professor requires a sustained, substantive level of scholarly activity, peer-reviewed at the regional, national or international level. One must either attain a "sustained excellence" level of scholarly activity, or must continue scholarly activity at the "excellent" level while an Associate Professor, combined with a "sustained excellence" level of teaching and service. For the purpose of illustration only, a combination of peer-reviewed regional, national and international presentations with major publications, such as a scholarly monograph, a major text, exhibition catalog, or a series of articles, along with other evidence of sustained scholarly activity would clearly constitute a "sustained excellence" level in scholarly activity. However, other means of demonstrating a "sustained excellence" level in scholarly activity are also acceptable, if a comparable level of achievement and significance can be argued.

For the studio artist or designer, both the cumulative record and work done while an Associate Professor are considered. Promotion to Full Professor requires a "sustained excellence" level of creative/professional activity or continuation of the "excellent" level of creative/professional activity combined with a "sustained excellence" level of teaching and service. The "sustained excellence" level of creative/professional activity required of all studio artists and designers is a sustained, cumulative record of peer-reviewed creative/professional activities at the national or international level.

SERVICE CRITERIA

(In accordance with the University Faculty Handbook Sec. 4.2.3.2)

Service is integral to the missions of the Department, the College, and the University. The Department of Art and Design recognizes the importance of effective service as a means to sustain current programs and resources, to provide for development of new programs, and to sustain and contribute to the work of the Department, College, University, and larger communities.

Internal service includes serving on Department, College, and University committees, work with student organizations, obtaining funding and other resources to support instructional or other Department, College, or University goals and the maintenance of Department, College, or University facilities.

External service involves participation in community and professional organizations and providing professional expertise to business, industry, community organizations, schools, and colleagues at other colleges and universities. Documentation for external service should demonstrate the relevance of the activity to the discipline of the faculty member. In keeping with the University's public affairs emphasis, external service should be considered as equal in merit to internal service.

last updated April 24, 2017
Documentation must be provided for both internal and external service activities.

LEVELS OF SERVICE

COMMENDABLE LEVEL

Reappointment

Carrying an average share of departmental responsibilities, with occasional service to the College, the University, one's profession and/or the community constitutes the "commendable" level of service.

EXCELLENT LEVEL

Tenure and Promotion to Associate Professor

Carrying a larger proportion of departmental responsibilities, such as taking major responsibility for special projects, serving on numerous key committees, obtaining grants or recognition for service, or chairing committees, with regular service to the College, University, profession, and/or community including some leadership roles, constitutes an "excellent" level of service.

SUSTAINED EXCELLENCE LEVEL

Promotion to Full Professor

"Sustained excellence" in service requires major, sustained leadership roles in and beyond the department, in the College, University, profession, and/or the community. Some examples might be serving as Faculty Senate President, taking a leadership role beyond the department in key areas of the university's operation, such as public affairs, advising or curriculum development, obtaining grants or recognition for University or external service, serving as a major officer in a professional organization, and other comparable activities.

Service at the required level for a particular rank is necessary, but not sufficient in and of itself, to ensure tenure and/or promotion. However, service above the required level can serve as a mitigating factor, which strengthens the overall application for tenure and/or promotion.
DOSSIER

The dossier should be submitted in printed format with digital supplements as necessary. Art Historians and Art Educators may submit documentation of student work in paper form only. An alternative digital media appropriate for the field may be used with the approval of the Personnel Committee (our intention is for candidates to best display work and with in a medium which is easily accessible to faculty.)

The candidate should check the College of Arts and Letters and Provost websites to ensure that they follow current requirements. The following guidelines are consistent with COAL requirements of March 2017, the current version at the time of the preparation of this document in April 2017.

CONSTRUCTION OF DOSSIER

1. Place materials in a single sturdy three-ring binder no larger than 4" in width (tenure/promotion candidates see point 6 below)
2. A CD or DVD may be used to store media such as artwork, music recordings, or video.
3. Tabs should be used to separate and identify sections of the dossier.
4. Label the spine and the front of your binder with your name, department, and the purpose of your application (e.g., annual reappointment, tenure and promotion to associate professor, promotion to senior instructor, promotion to professor, etc.)
5. Protective page sleeves are optional.
6. Tenure/promotion candidates will prepare two binders: One binder will contain only documents mandated by the Provost's office (the items 1-X in the contents listed below); The other binder will contain the remainder of the additional documentation to be reviewed by the Departmental Personnel Committee, the Department Head, and the Dean's office, and it will take the following form. Candidates for reappointment will produce only the 4" binder reviewed by the Departmental Personnel Committee, the Department Head, and the Dean and contain the following material.

CONTENTS OF DOSSIER

I. (for Tenure/promotion candidates only) Original application form. Indicate for which action(s) you are applying.
II. Table of Contents (not specified in Provost’s checklist but required by COAL)
III. Matrix (Table) with departmental tenure and promotion requirements listed in Column 1 and related faculty accomplishments in Column 2.
IV. Personal summary statement (Provost allows 2-5 pages; COAL prefers 3 pages max). The applicant should use this opportunity to provide an overview of all aspects of his/her professional endeavors, detailing how s/he has integrated teaching, scholarly, and service activities into a focused effort to support the missions of the department, college, and university. This statement might also include an assessment of his/her career at the point of application and a projection of the future course of that career. The personal statement should highlight the merits of the application, conveying why the applicant deserves the desired status.
V. Current curriculum vitae (in standard format):
   a. Name
   b. Education
      i. Begin with most recent degree or program of study
      ii. Include title of dissertation, if applicable
   c. List teaching experience, beginning with most recent, including courses taught.
   d. Listing (in chronological order with most recent first) of scholarly and creative activity as deemed appropriate by the department (optional for senior instructor applications)
      i. If multiple-authored work, list all author names (do not list “and others”)
ii. If work has been accepted but not yet published, list it as “in press” (not “forthcoming”)

e. List grants funded, honors, awards, etc.
f. List departmental, college, and University service assignments.
g. List service in professional organizations. Indicate whether service is local, regional, or national.
h. List professional and community activities relevant to the candidate’s discipline or research agenda.
i. List other service activities.

VI. Previous letters of evaluation from personnel committee, department head, dean.

VII. If applying for tenure or first promotion, these will be all the annual progress reviews.

VIII. If applying for subsequent promotion, these will be the yearly performance reviews since the previous promotion.

IX. External letters of recommendation. Applicants for tenure and/or promotion to associate professor or full professor must supply three external letters. Additional letters (internal and external) should not exceed three in number. Applicants for senior instructor should consult departmental guidelines for any specific requirements regarding letters of recommendation.

X. Guidelines at time of hire. Provide the Departmental Tenure and Promotion Guidelines at time of hire for faculty going for tenure and/or first promotion, and at time of most recent promotion for faculty going up for further promotion.

The previous items are included in the Provost’s checklist (other than the Table of Contents).

The following items are required by the College of Arts and Letters:

XI. One-page evaluation of teaching effectiveness and student learning outcomes along with appropriate supporting materials. Documentation should not provide an exhaustive compilation of all existing materials but rather should be thorough enough to provide convincing evidence of one’s teaching effectiveness. Examples of appropriate materials may include a statement of teaching philosophy, examples of one’s use of assessment, examples of curricular development, examples of the integration of teaching and research, summaries of teaching evaluations, sample syllabi, examples of student projects which were successful, and peer evaluations. (Please follow Art and Design Department specific guidelines in the Teaching Portfolio section below)

XII. One-page evaluation of scholarly and creative accomplishments along with appropriate supporting materials. Documentation should not provide an exhaustive compilation of all relevant materials but rather should be only thorough enough to provide convincing evidence of one’s success in the arena of scholarship and creative activity. Examples of appropriate materials may include abstracts of published works, evidence of curricular development based on research, and reviews of scholarly and creative activity. This is optional for senior instructor applications.

XIII. One-page evaluation and interpretation of leadership in teaching and professional service activities along with appropriate supporting materials. Documentation should not provide an exhaustive compilation of all relevant materials, but rather should be only thorough enough to provide convincing evidence of the significance and relevance of one’s service activities.

XIV. Discussion of work in progress supported by relevant materials such as project description; outline; timetable; work already completed; letters from publishers, editors, meeting coordinators indicating that, for example, a book contract has been signed, a chapter in an edited compilation has been assigned, the applicant has agreed to speak on a panel at a national or regional professional meeting, etc. This is optional for senior instructor applications.

For purposes of review for annual appointment, pre-tenure promotion to Associate Professor, and tenure, the materials required in the College of Arts and Letters Guidelines for Annual Appointment, Tenure and Promotion, sections VIII, IX, and X should date from the initial date of appointment to MSU.

last updated April 24, 2017
For purposes of promotion to Professor, the materials required in the *College of Arts and Letters Guidelines for Annual Appointment, Tenure and Promotion*, sections VIII, IX, and X should date from the date of last promotion.

**MATRIX DETAILS, ART AND DESIGN DEPARTMENT**

Matrix (Table) with departmental tenure and promotion requirements listed in Column 1, related faculty accomplishments in Column 2, and location of supporting documentation in Column 3. Candidates for reappointment should document activity accomplished since the last evaluation; candidates for promotion and/or tenure should submit a cumulative matrix of all activities since the last promotion. See matrix example templates in Appendix I (these are models and should be adjusted as applicant feels necessary).

**DOCUMENTATION OF TEACHING EFFECTIVENESS**

In keeping with the recommendations of the documents governing the evaluation at MSU, the Department of Art and Design uses multiple measures to evaluate a faculty member’s teaching effectiveness. The evaluation process outlined here is to be used for considerations of annual reappointment, tenure, and promotion only.

**TEACHING PORTFOLIO**

The faculty member under review will prepare a teaching portfolio as part of the overall dossier, designed to document the faculty member's teaching effectiveness. The portfolio should be provided for review in paper form (included in the dossier notebook) and may have supplemental materials in digital form.

A. 1. Provide a one-page Teaching Statement that describes your teaching effectiveness. Describe teaching materials and approaches, any activities undertaken to improve knowledge and teaching skills, conferences or workshops attended, awards, presentations, or publications related to teaching, and successful student outcomes (e.g., student received award or recognition with a project from your class, etc.).

2. Provide a brief overview of your student evaluations—a summary of statistical data and brief addressing of trends in the written responses. The statistical data documentation should consist of a brief table providing: each course and section number, with the applicant's score and the Department mean for that course group for 4 required questions from the Student Evaluation of Teaching Effectiveness: #3 ("The instructor demonstrated a thorough knowledge of the subject matter"); #5 ("The instructor communicated ideas and information clearly"); #13 ("The instructor demonstrated high expectations for all students"); #19 ("Course objectives and assignments were clear to me"); and any other questions that the applicant feels important to his or her case (see Appendix I for suggested format). Document all courses evaluated since the last review; applicants for Tenure or Promotion should include all courses since initial hire or the last promotion, as appropriate to rank. The Department will make student evaluations and statistical summary data available to the Personnel Committee, Department Head, and Dean: do not include copies of these in your dossier.

B. For the annual reappointment, for each course that you have taught since the last review (remove the previous years' material) provide the following (the total number of courses represented should be capped at 4 and include recently taught courses; provide material from the most recent semester for courses that you have taught multiple times):

1. For *Art and Design Studio* courses, provide copies of the course syllabus, assignment sheets for the course, and any particularly innovative printed material that you distributed to the students. For *Art History or theoretical* courses, provide copies of the course syllabus, one test, the handouts or study guides for that test, and the written instructions for one writing assignment.

2. For *Art and Design Studio* courses, provide five examples (images) of different student's work for each course number taught. For *Art History or theoretical* courses, provide photocopies of three examples (three different letter grades) of student work for one test and for one writing assignment. Student names should not be visible—anonymous work, student names redacted.
3. Any other information or documents that you consider indicative of the quality of your teaching. Consider quality of these materials over quantity. Use discretion in choosing what materials best represent the classes, while adhering to the 4" binder limitation.

4. After reading the statistical and written teaching evaluations for each course and section that you taught in the past year, write a brief assessment of what worked well, what didn't, and what improvements you will implement, as well as a comment on the statistical data in comparison to the departmental means.

C. In your tenure and/or promotion review year, specific documentation is required in addition to the materials listed in A and B above. During your tenure/promotion review year, for one upper-level course and for one lower-level course that you have taught (using materials from the most recent semester for courses that you have taught multiple times):

1. Provide a short statement of course goals and objectives with a short narrative linking those goals and objectives to the scope of the assignments in the course.

2. For Studio Art and Design courses
   For the lower-division course provide these materials for one course assignment or project:
   a) The materials, instructions, and/or notes for your class presentation for the assignment.
   b) The rubric used to grade the assignment.
   c) Images of 3-5 individual students' work (names redacted) representing a range of grades, with your written evaluation/progress report for each one.
   d) Your evaluation (1/2 page) of the overall success of this project (given the goals and objectives), and your reflections on how you might improve on this unit the next time you teach it.

   For the upper division course provide these materials for one course assignment or project:
   a) A thorough statement explaining the scope of the project, how the project is developed and guided, and how evaluations throughout the project are conducted.
   b) A sampling of the lecture/reading/research materials used to direct the project.
   c) Images of 3-5 individual students' work (names redacted) representing a range of grades, with your written evaluation/progress report for each one.
   d) Your evaluation (1/2 page) of the overall success of this project (given the goals and objectives), and your reflections on how you might improve on this unit the next time you teach it.

   For each Art History or theoretical course (lower and upper division), include
   One Text or Exam:
   a) The materials for one test for one unit of study: The study guide(s) provided for the test, a copy of the test, the test key, and your rubric (written out) for the grading of this test.
   b) Photocopied examples of student tests (names redacted) for a range of 4 or 5 different letter grades with your marks, comments, and the grade assigned.
   c) Your evaluation (1/2 page) of the overall success of this unit and of the test, and your reflections on how you might improve on this unit the next time you teach it.

   One writing assignment:
   a) The instructions provided to the student for the writing assignment and your rubric for grading this writing assignment.
   b) Photocopied examples of student writing assignments (names redacted) for a range of 4 or 5 different letter grades with your marks, comments, and the grade assigned.
   c) Your evaluation (1/2 page) of the overall success of this writing assignment, and your reflections on how you might improve on this assignment the next time you assign it.

For Promotion to Full Professor, the candidate should follow the same guidelines as for the tenure and/or promotion review year. Provide for B materials for courses taught since your last promotion (for student work, provide materials only from the most recent semester for courses that you have taught multiple times).

DOCUMENTATION OF RESEARCH
A given activity may fall into one or more scholarly categories. It is the prerogative of the candidate to indicate how he/she feels the activity should be categorized to determine the most effective means of documentation, which might include catalogues, brochures, copies of publications, copies of reviews, etc.

The Scholarship of Discovery is an essential element of the Department's mission and a valued contribution by any candidate. Examples include, but are not limited to:
- Creating and presenting and/or exhibiting original works of artistic expression.
- Development of new paradigms, materials, or approaches to one's discipline.
- Original research findings published in scholarly journals.
- Presentation of creative endeavor or original research findings.
- Scholarly monographs or books that advance understanding.
- Successful grant applications and fellowship awards for research/creative activity.

The Scholarship of Integration and the Scholarship of Application are essential elements of the Department's mission to promote creative and professional activities in Art and Design and contribute to the overall mission of the College and the University. Examples include, but are not limited to:
- Citations, reviews for publication, critical writing, textbooks, peer reviewed scholarship of teaching, facilitating exhibitions outside of the University (documented by review).
- Curatorial activity.
- Contributing to the local artistic community.
- Developing curriculum guidelines or framework.
- Dictionary entries.
- Grant applications for applied research and performances.
- Lending professional expertise: in a professional organization, as an exhibition juror, consulting, contributing to professional standards, serving on accreditation teams, or as a member of a sitting team or reviewing criteria.
- Organization and direction of public art works as teacher.
- Presentation of integrated or applied research.
- Professional evaluations or teaching and learning.
- Published professional or applied research journal entries.
- Serving as a Visiting Artist or Scholar.
- Sharing one's professional expertise with the larger community.
- Teacher training and service programs.
- Mentoring/facilitating undergraduate or graduate research (outside of classroom teaching) for public or professional exhibition, presentation, or publication. Please describe and specify if peer-reviewed/juried.

The Scholarship of Teaching is recognized as an essential element of the Department's mission and an essential element of every teaching candidate's performance. Examples include, but are not limited to:
- Assessing effectiveness of new learning technologies through peer review.
- Grants applications for developing and refining pedagogy.
- Improving the effectiveness of one's own teaching through peer review.
- Organizing or directing student-exchange exhibitions.
- Participation as a Visiting Artist or Scholar.
- Peer reviewed curriculum development.
- Presentation and publications related to pedagogy.
- Scholarly study of teaching and learning in one's discipline.

CHANGES TO ART AND DESIGN GOVERNANCE DOCUMENT

last updated April 24, 2017
Any changes to this document must be approved by a majority vote of the Art and Design ranked faculty members.
APPENDIX Ia: Sample Statistical Report of Student Evaluation data

Numeric responses: Strongly Agree - 1; Agree - 2; Neutral - 3; Disagree - 4; Strongly Disagree - 5

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>3: The instructor demonstrated a thorough knowledge of the subject matter</th>
<th>5: The instructor communicated ideas and information clearly</th>
<th>13: The instructor demonstrated high expectations for all students</th>
<th>19: Course objectives and assignments were clear to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 271-1</td>
<td>1.38</td>
<td>1.95</td>
<td>1.37</td>
<td>2.03</td>
</tr>
<tr>
<td>Art 271-2</td>
<td>1.90</td>
<td>2.03</td>
<td>1.50</td>
<td>2.05</td>
</tr>
<tr>
<td>Group 5 Mean</td>
<td>1.45</td>
<td>1.33</td>
<td>2.01</td>
<td>2.00</td>
</tr>
<tr>
<td>Art 478</td>
<td>1.02</td>
<td>1.03</td>
<td>1.96</td>
<td>1.02</td>
</tr>
<tr>
<td>Group 8 mean</td>
<td>1.88</td>
<td>1.02</td>
<td>2.03</td>
<td>1.05</td>
</tr>
</tbody>
</table>

APPENDIX Ib: Sample Matrices for P/T dossiers
These samples are starting points: identify location of each piece of supporting documentation clearly (for example, "Item 3A2"—refer to tabs in your dossier or the like). These do not contain exhaustive lists of possible activities: studio and art education faculty in particular should refer to the broad range of possible activity noted on pages 22 and 23 above and expand on the Research portion of the matrix as appropriate; likewise, if you don’t have relevant activity in a criterion, just delete that field from your matrix; try not to fluff your document by citing the same activity in many different places: select where it best belongs. If uncertain about the meaning of criteria like "scholarship of teaching", refer to the discussion of activities in the Handbook.

Matrix Example
Departmental annual appointment requirements, Art and Design
Art History faculty (per departmental guidelines, 2014)

Annual Appointment:
For annual appointment, the faculty member must meet the minimum eligibility requirements stated within the University Faculty Handbook Sec. 4, and must demonstrate effectiveness in teaching, research/scholarship/creative activity at the minimum "commendable" level.

Criteria for Teaching
Requirement: Commendable. Faculty member demonstrates a developing mastery of content and clear, effective pedagogical strategies, demonstrating competence in teaching.
'Examples that indicate a mastery of content and clear, effective pedagogical strategies include, but are not limited to:'

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<tr>
<th>Criteria</th>
<th>Accomplishments</th>
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<tbody>
<tr>
<td>Demonstrates a clear and coherent approach to instruction.</td>
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<td>Communicates and consistently applies clearly defined standards of performance in classroom and homework activities.</td>
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<td>Fosters intellectual curiosity and openness to diverse ideas.</td>
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<td>Promotes and reinforces critical thinking.</td>
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<td>Maintains reasonable performance expectations that accurately reflect student learning while treating students fairly and as unique individuals.</td>
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<td>Achieves satisfactory student evaluations.</td>
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<td>Demonstrates satisfactory student outcomes.</td>
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last updated April 24, 2017
Excellent: Faculty member demonstrates a mastery of subject matter, clear, effective pedagogical strategies, and ability to formulate goals relating to teaching effectiveness and strengthening pedagogical methods. The ‘teacher working at the excellent level maintains, but moves beyond the commendable level of performance in teaching to demonstrate maturity in teaching.’ Examples that indicate the ability to move beyond the commendable level and to formulate goals and strengthen pedagogical methods include, but are not limited to:

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<tr>
<td>Regularly updates course content.</td>
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<td>Uses current materials, analysis of course outcomes and changing of strategies, etc. in teaching.</td>
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<td>Designs effective, innovative class activities, experiences or projects.</td>
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<td>Utilizes teaching activities that enable students to learn independently through discussion and exploration when appropriate.</td>
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<td>Obtains recognition outside the department.</td>
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<td>Provides evidence of positive student outcomes.</td>
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<td>Engages in the scholarship of teaching.</td>
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<td>Consistently achieves positive student evaluations.</td>
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Criteria for Research

‘ART HISTORY: Expectations for Scholarly Activity: It is expected that all art historians will be involved in scholarly/professional activity that has the potential for peer review. One demonstrates this involvement through presentations, publications, consulting, acting as a reviewer, grant-writing, and other forms of scholarly activity within the broader conception of scholarship elucidated by Boyer, including the scholarships of discovery, application and integration, and of teaching. The Department recognizes that scholarly activity in art history and its related fields is difficult, highly competitive, and takes a great deal of time to bring to fruition. For this reason, work in progress will be considered in evaluating a candidate’s scholarly activity.’

Requirement: Commendable. The art historian will provide evidence that he/she is engaged in scholarly activity that has the potential for peer review. This is the “commendable” level of scholarly activity. During the early years as Assistant Professor, the art historian should be building a record of recognized peer-reviewed scholarly activity. For continuing reappointment, one would expect presentations of scholarly work at regional, national or international conferences, articles written and being submitted for publication and other evidence of scholarly activity broadly defined. By the year prior to your tenure application, some of this work should have reached fruition and received positive peer review, as evidenced by acceptance for presentation or publication.

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<th>Criteria</th>
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<tr>
<td>Publications—peer reviewed</td>
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<td>Publications—solicited or commissioned</td>
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<td>Presentations—Peer-reviewed/referred</td>
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<tr>
<td>Presentations—Invited/solicited</td>
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<td>Conference or session chair/ organizer/ referee</td>
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<td>Awards and Grants</td>
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Excellent: The art historian should be able to demonstrate that he/she has achieved an “excellent” level of scholarly contributions while an Assistant Professor through a combination of presentations, publications, awards, grants, and other peer-reviewed scholarly activity broadly defined. For the purpose of illustration only, a combination of regional, national, or international presentations with two or three publications and other scholarly activity would clearly meet the “excellent” criteria. However, other means of doing so are also acceptable, if it can be argued that they represent a comparable level of achievement. Meeting or exceeding this level of scholarly activity for a sustained period of time will be considered “sustained excellence.”

Criteria for Service

‘Internal service includes serving on Department, College, and University committees, work with student organizations, obtaining funding and other resources to support instructional or other Department, College, or University goals and the maintenance of Department, College, or University facilities. External service involves participation in community and professional organizations and providing professional expertise to business, industry, community organizations, schools, and colleagues at other colleges and universities. Documentation for external service should demonstrate the relevance of the activity to the discipline of the faculty member. In keeping with the University’s public affairs emphasis, external service should be considered as equal in merit to internal service.’

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**Requirement:** Commendable: 'Carrying an average share of departmental responsibilities, with occasional service to the College, the University, one's profession and/or the community constitutes the "commendable" level of service.'

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<td>Departmental service</td>
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<td>College and University service</td>
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<td>External community service</td>
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Excellent: 'Carrying a larger proportion of departmental responsibilities, such as taking major responsibility for special projects, serving on numerous key committees, obtaining grants or recognition for service, or chairing committees, with regular service to the College, University, profession, and/or community including some leadership roles, constitutes an "excellent" level of service.'

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<td>Responsibility for special projects</td>
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<td>Service on key committees</td>
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<td>Grants or recognition for service</td>
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<td>Committee chairpersonship</td>
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APPENDIX II: Tenure and Promotion Calendar

See the Provost's Academic Calendar for specific dates
http://www.missouristate.edu/provost/facultyevalcalendar.htm

First week in February:
Faculty submit dossiers to Department Heads

Mid-March:
Departmental Review Committees submit assessments to Department Heads

Last Friday in March:
Tenure/promotion candidates should submit to the Department Head a list of six potential external reviewers

Second Friday in April (or before):
Tenure/promotion candidates meet with Department Head and Personnel Subcommittee to discuss and collectively finalize vetted list of three reviewers with three potential alternates. This list is signed by Department Head, Personnel Subcommittee, and candidate.

Second Friday in May:
Department Head will have contacted the reviewers regarding their willingness to provide a letter of review and confirmed three reviewers.

Second Friday in July:
Candidates submit three sets of materials for external reviewers. The materials to be included can be found on the Provost's website.

End of September:
External reviewers should have sent letters of review by this date.

End of September:
Faculty applicants submit Tenure and/or Promotion dossier to Department Heads
Department Heads submit Tenure and/or Promotion dossiers to Department Tenure and Promotion Committees (with external letters included)

Late October:
Department Tenure and Promotion Committees submit recommendations

Early November:
Department Heads complete their assessments and submit recommendations