

ART DEPARTMENT UNIT STANDARDS AND INDICES

THE FOLLOWING UNIT STANDARDS AND INDICES HAVE BEEN DEVELOPED BY THE ART DEPARTMENT IN ACCORDANCE WITH REGENT'S POLICY AND AS INDICATED BY SECTION III, TITLE D: UNIT STANDARDS AND INDICES, UAF REGULATIONS FOR THE EVALUATION OF FACULTY: INITIAL APPOINTMENT, ANNUAL REVIEW, REAPPOINTMENT, PROMOTION, TENURE, AND SABBATICAL LEAVE.

THIS DOCUMENT HAS BEEN PREPARED BY COPYING THE ABOVE MENTIONED POLICY, SECTIONS II AND III THROUGH TITLE C AND BY ADDING ELUCIDATION IN BOLD CAPS.

I. PURVIEW

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies" (hereinafter referred to as UAF Faculty Policies), supplements the Board of Regents policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks. Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for UAF.

The University, through the UAF Faculty Senate, may wish to change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

The Vice Chancellor for Academic Affairs is responsible for coordination and implementation of matters relating to procedures stated herein.

II. INITIAL APPOINTMENT OF FACULTY

- A. **Criteria for Initial Appointment.** Minimum degree, experience, and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the Chancellor or Chancellor's designee for approval prior to a final selection decision.
- B. **Academic Titles.** Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline. Units wishing to appoint academic rank faculty within schools and colleges to titles must have the concurrence of the specific discipline in which the title resides.
- C. **Process for Appointment of Faculty with Academic Rank.** Deans of Schools and Colleges, and directors when appropriate, in conjunction with the faculty in a unit shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be

consistent with the University's affirmative action policies and shall provide for participation in hiring by faculty and administrators as a unit.

- D. Process for Appointment of Faculty with Special Academic Rank. Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the University's stated affirmative action policies and shall provide for participation in hiring by faculty and administrators in the unit. These procedures shall be on file in the Chancellor's Office.
- E. Following the selection process, the dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the Chancellor or his/her designee.
- F. Letter of Appointment. The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution, the part(s) defining the position may not. Subsequent letters of appointment may vary the work load distribution and nature of the assignment.

- III. A. Criteria. As outlined in UAF Faculty Policies, Chapter IV.A.3. evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by activity and excellence in the following tripartite areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

- B. Bipartite Faculty. Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility.

As defined in UAF Faculty Policy (IV.A.2.), only vocational/technical faculty and extension agents may hold bipartite rank. No other faculty may hold bipartite rank.

The determination of which of the criteria defined above will apply to these faculty shall be in accordance with institutional needs for the given position, will be coordinated by the dean of the appropriate school or college in consultation with the director, in cases of joint appointment, and with the program faculty.

While bipartite faculty may choose to engage in a tripartite function, they will not be required to do so as a condition for evaluation, promotion, or tenure.

C. Definitions of Criteria.

1. Effectiveness in Teaching.

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom or through distance delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstration, and preparing for laboratory experiments, as well as tutorial sessions, evaluation, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting.

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics which define effective teachers. Effective teachers

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.
- g. THE 'HANDS ON' NATURE OF STUDIO ART MUST BE RECOGNIZED. EFFECTIVE RESIDENCES AND WORKSHOPS ARE EXAMPLES OF THIS. TECHNICAL MASTERY AND THE ACQUISITION AND TRANSMISSION OF NEW TECHNIQUES IS AN**

IMPORTANT PART OF EFFECTIVE TEACHING. TO A GREATER DEGREE THAN IN MANY OTHER DISCIPLINES, EFFECTIVE TEACHING IN STUDIO ART AND ART HISTORY RELIES ON DEVELOPING AND USING MEDIA PRESENTATIONS SUCH AS SLIDES, MOVIES, VIDEOS AND COMPUTER CONTROLLED PRESENTATIONS. SENSITIVE AND EFFECTIVE CRITIQUES ARE AN IMPORTANT PART OF STUDIO CLASSES. AN ART HISTORIAN MUST OFTEN SERVE IN THE CAPACITY OF SLIDE LIBRARIAN FOR THE ENTIRE DEPARTMENT AND SHOULD BE EVALUATED IN THIS ROLE.

- h. ACTIVELY PARTICIPATING IN AND CONTRIBUTING TO THE WORK OF THE FACULTY OR THE DISCIPLINE IN BOTH CURRICULUM AND POLICY MATTERS.**

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings (required source of data). **STUDENT EVALUATIONS MUST BE USED RECOGNIZING THAT THE ART COMPONENT OF THE CORE, LIKE OTHER REQUIRED COURSES IS REGULARLY EVALUATED LOWER THAN OTHER OFFERINGS.**

and at least two of the following:

- b. self-evaluation
- c. peer/head classroom observation(s)
- d. peer/head evaluation of course materials

2. Achievement in Research, Scholarly, and Creative Activity.

Inquiry and originality are central functions of a land grant/sea grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

Whatever the contribution, research, scholarly or creative activities must have the following characteristics:

- They must occur in a public forum.
- They must be evaluated by appropriate peers.
- They must be evaluated by peers external to this institution **SUCH AS REPRESENTATIVES OF LOCAL, STATEWIDE, NATIONAL AND INTERNATIONAL ART COMMUNITIES**, so as to allow an objective judgment.
- They must be judged to make a contribution.

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. **INCLUSION OF ONE'S WORK IN CATALOGS**, books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Exhibitions of art works at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics. **AN ACTIVE EXHIBITION RECORD IN RECOGNIZED FORUMS SUCH AS GALLERIES, ART CENTERS, AND MUSEUMS IS THE STANDARD FOR TENURE. INVITED SOLO EXHIBITIONS, INVITATIONAL GROUP EXHIBITIONS, AND JURIED GROUP EXHIBITIONS ARE THE MOST IMPORTANT TYPES OF OPPORTUNITIES THROUGH WHICH SUBSTANTIAL ACHIEVEMENT IS DEMONSTRATED. THE VARIOUS VISUAL ARTS DISCIPLINES -- PAINTING, SCULPTURE, DRAWING, PRINTMAKING, CERAMICS, METALSMITHING, AND NATIVE ARTS - HAVE DIFFERENT OPPORTUNITIES IN EACH OF THESE AREAS. FOR EXAMPLE, NATIONAL JURIED EXHIBITIONS OF PAINTING ARE RELATIVELY RARE, WHILE JURIED EXHIBITIONS ARE A MAJOR FORUM FOR PRINTMAKING AND OTHERS. MUSEUM SOLO EXHIBITIONS OF PRINTS, CERAMICS, OR FINE METALS ARE RELATIVELY UNCOMMON, BUT THEY ARE A MAJOR FORUM FOR PAINTERS. LARGE-SCALE SCULPTURE HAS FEWER EXHIBITION OPPORTUNITIES THAN OTHER MEDIA, BUT IS MORE**

OFTEN CONSIDERED FOR MAJOR PUBLIC COMMISSIONS. IT IS IMPORTANT, THEN, TO LOOK FOR A MIX OF EXHIBITION ACHIEVEMENTS PRESENTATIONS APPROPRIATE TO THE MEDIUM OF THE TENURE APPLICANT. THE SELECTION PROCESS FOR EXHIBITIONS IS AT LEAST AS COMPETITIVE AS IT IS FOR INCLUSION IN REFERRED JOURNALS.

- e. Performances in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Presentation of research papers before learned societies.
- g. Scholarly review of publications, art works and performance of the candidate.
- h. Citations of research in scholarly publications.
- i. Published abstracts of research papers.
- j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts; these materials appearing in reputable works of the discipline.
- k. Prizes and awards for excellence of scholarship.
- l. Awards of special **STATE AND NATIONAL** fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study. **GRANT MONEY IN THE ARTS IS EXTREMELY SCARCE RELATIVE TO THAT IN THE SCIENCES.**
- m. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.
- o. **SOME -- BUT BY NO MEANS ALL -- ARTISTS PERFORM CREATIVE AND SCHOLARLY ACTIVITY THROUGH CURATING OF EXHIBITIONS, WRITING OF REVIEWS, ARTICLES, AND BOOKS, DELIVERING PAPERS AT CONFERENCES, SERVING AS ARTISTS-IN-RESIDENCE OR WORKSHOP INSTRUCTORS, AND OTHER RELATED FORUMS. THESE ACTIVITIES SHOULD BE RECOGNIZED AS IMPORTANT CONTRIBUTIONS TO AN APPLICANT'S SCHOLARLY/CREATIVE RECORD.**
- p. **THE EVALUATION OF THE RESEARCH AND SCHOLARLY ACTIVITY OF ART HISTORIANS IS BY THE SAME STANDARDS AS**

IN OTHER ACADEMIC AREAS; THAT IS VIA A PUBLICATION RECORD IN REFEREED JOURNALS AND THE LIKE. IN ADDITION, ART HISTORIANS REGULARLY ARE INVOLVED IN CURATING, MUSEUM COLLECTION ASSESSMENT, CATALOGUING AND CRITICISM; ALL AREAS FOR WHICH THERE IS AN EXPECTATION OF PUBLICATION.

Q. OTHER WAYS IN WHICH RECOGNITION IS EXPRESSED INCLUDE COMMISSIONS AND ACQUISITION OF ONE'S WORK BY PROMINENT PRIVATE, CORPORATE, AND PUBLIC COLLECTIONS.

R. SEE ATTACHED COLLEGE ART ASSOCIATION QUESTIONNAIRE AND SUMMARY

3. Effectiveness of Service

The notion of public service is intrinsic to the land grant/sea grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

a. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

1. Providing information services to adults or youth.
2. Service on or to government or public committees.
3. Service on accrediting bodies.
4. Active participation in professional organizations.

5. Active participation in discipline-oriented service organizations.
6. Editing or refereeing articles or proposals for professional journals or organizations.
7. Consulting.
8. **ACTIVELY PARTICIPATING IN AND CONTRIBUTING TO THE WORK OF PROFESSIONAL ORGANIZATIONS IN THE DISCIPLINE, AND/OR PUBLIC AND GOVERNMENTAL BODIES.**
9. **TEACHING AND SUMMARIZING KNOWLEDGE IN THE DISCIPLINE FOR THOSE OUTSIDE UAF.**
10. **APPLYING THEORIES OR FINDINGS OF THE DISCIPLINE IN PUBLIC SERVICE.**
11. **AS APPLICABLE, DIRECTING PROJECTS/ACTIVITIES THAT REPRESENT UAF TO VARIOUS NON-UNIVERSITY ENTITIES (E. G., FEDERAL, STATE OR LOCAL ARTS AGENCIES THROUGH RESIDENCIES OR LECTURES).**

Methods of delivering public service may include, but are not limited to:

1. Leadership of or presentations at workshops, conferences, or public meetings.
2. Training, facilitating, and consultative services.
3. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
4. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

b. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

1. Service on university, college, school, institute, or departmental committees or governing bodies. **INCLUDING PANELS, TASK FORCES, ETC.**
2. Consultative work in support of university functions, such as expert assistance for specific projects.

3. Service as department head or similar part-time administrator.
4. Participation in accreditation reviews.
5. Service in support of student organizations and activities.
6. Academic support services such as library and museum programs.
7. Assisting other faculty or units with curriculum planning, and delivery of instruction, such as serving as guest lecturer.
8. **EXHIBITING LEADERSHIP AND MANAGERIAL EFFECTIVENESS IN ADMINISTRATIVE POSITIONS IN THE DEPARTMENT, COLLEGE, UNIVERSITY OF ALASKA FAIRBANKS, OR STATEWIDE.**

c. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities appropriate for that unit, and measures for evaluation. Effectiveness of public service is "demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, boards, commissions, committees, public interest groups, community groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies; recognition, awards and honors from constituent groups; and reputation among peer deliverers of public service. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance; administrative work, and work with students beyond formal teacher-student relationships.