

UAF Unit Criteria
for
Art

Criteria for UAF Faculty Evaluation are outlined in the document “University Policies and Procedures (The Faculty Blue Book)” Chapter III adopted in February 2020. This Chapter details the: A. Purpose; B. Types of Evaluation for Different Faculty; C Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review; D. Criteria for Instruction; E. Criteria for Research, Scholarly, and Creative Activity; F. Criteria for Public, University and Professional Service; and G. Unit Criteria.

As stated in Chapter III G, Units may develop special Unit Criteria to elucidate, but not replace, the university-wide criteria applicable to all faculty.

The following is an adaptation of the “University Policies and Procedures (The Faculty Blue Book)” Chapter III for use in evaluating the faculty of the *Department of Art*. Items in **boldface italics** are those specifically added or emphasized because of their relevance to the Department/Discipline’s faculty, and because they are additions to the University Policies and Procedures.

CHAPTER III: Faculty Evaluation

A. Purpose

Excerpted from the “University Policies and Procedures (The Faculty Blue Book)” Chapter III A.

It is the policy of the university to evaluate faculty on the basis of the criteria identified below. Evaluations shall appraise the extent to which each faculty member has met the performance assignment, the extent to which the faculty member's professional growth and development have proceeded, and the prospects for the faculty member's continued professional growth and development. Evaluations shall also identify changes, if any, in emphasis required for promotion, tenure and continued professional growth and may result in the initiation of processes to improve performance.

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined below will be defined by demonstrated competence from the following areas: 1) effectiveness in teaching; and/or 2) achievement in research, scholarly and creative activity; and/or 3) effectiveness of service.

B. Types of Evaluation for Different Faculty

See “University Policies and Procedures (The Faculty Blue Book)” Chapter III B for the description of the types of evaluation for different faculty.

C. Evaluation Process for Retention, Promotion, Tenure and Post-Tenure Review

Excerpted from the “University Policies and Procedures (The Faculty Blue Book)” Chapter III C.

1. General Evaluation Criteria

Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member’s professional obligation, as specified in the workload agreements:

- 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.

In addition, departments or disciplines may elaborate in writing, with Faculty Senate approval, on these or other criteria which take into account the distinctive nature of the discipline or special university assignment. See Unit Criteria.

D. Criteria for Instruction

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, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, 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 and retention activities. *Curators at the University of Alaska Museum of the North with a faculty appointment in art typically have a portion of their workload assigned in teaching to the department. The Art Department will evaluate the curator’s teaching record.*

1. Effectiveness in Teaching

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

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

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- 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; ***the ability to run effective, cordial and insightful group critiques is also important.***
- 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, instructional design, and materials;
- g. regularly expend effort towards future oriented educational development;
- h. may receive prizes and awards for excellence in teaching.
- i. ***the “hands on” nature of studio art must be recognized. Demonstrate technical mastery and the acquisition of new techniques including digital media, databases and the internet.***

2. Components of Evaluation

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

- a. systematic student ratings, i.e. student opinion of instruction summary forms, **and** at least two of the following:
- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

Individual units may choose to require particular items from this list through their unit criteria.

E. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space 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.

Art faculty are expected to consistently create and exhibit new work. The stature of the exhibition space and scale of the exhibit should also be considered. Note that an art historian’s research will be largely presentation, publication, and curatorial while a studio artist’s will be largely exhibition based. A digital artist will normally present work in web-based or other digital format. Studio artists, both traditional media and digital, normally make public speaking presentations as a part of their work.

Curators at the University of Alaska Museum of the North with a faculty appointment in art typically have a portion of their workload assigned to the department. The Art Department will evaluate the curator's creative activity and research record.

1. Achievement in Research, Scholarly and Creative Activity

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

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment.
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

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

- a. Books, reviews, monographs, bulletins, articles, proceedings, ***catalogs***, and other scholarly works (***including those that assess instructional technology***) published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline. ***Online magazines and other digital publications are valid venues if subject to review and approval by peers.***
- 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 work at galleries, ***museums, art centers and alternative spaces as well as site specific locations***, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics. ***Both juried and invitational group and solo exhibits are valid forums. Online venues are also appropriate for digital work exhibition. The selection process for exhibitions is competitive and comparable to publishing in refereed journals. Solo exhibitions should take place every two years on average and participation in juried or invitational group shows should take place frequently, on average at least two times a year.***
- e. ***Solo and collaborative*** performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.
- f. Scholarly reviews of publications, art works and performance of the candidate.
- g. Citations of research in scholarly publications.
- h. Published abstracts of research papers.
- i. 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.

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- j. Prizes and awards for excellence of scholarship, ***including acquisition of work by prominent private, corporate and public collections.***
- k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- l. 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. ***Obtaining patents and/or copyrights for artistic creations, research methodologies, and pedagogical techniques.***
- m. The provision of expertise, service, performance and/or exhibition, to or with rural and/or Native communities; where such expertise/service/performance/exhibition is documented in books, programs, reviews, monographs, bulletins, articles, proceedings, reports, manuals, needs assessments, program evaluations, strategic plans, proposals, legal research memoranda and tribal judicial opinions, annotated bibliographies, translations, transcriptions, audio recordings, video recordings, websites, data collections, and in professional, industry, or government publications; after review and evaluation by appropriate peers from the entities and/or communities served.
- n. Inventions, disclosures with substantial documentation, patent applications and awards, and transfer of developed intellectual property (patents, copyrights, and trade secrets) to a commercial entity.
- o. Creation of public art commissioned by local, state or national government or private organizations.***
- p. Applied research such as building and design of equipment or processes using historical and/or contemporary technologies.***
- q. Serving as curator of an exhibit at a recognized institution such as a museum, gallery or alternative space.***
- r. Public screening and broadcast of video/film works.***

Individual units may choose to require particular items from this list through their unit criteria.

F. Criteria for Public and University Service

Public service is intrinsic to the land grant/sea grant/space 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 assumes a collegial obligation for the internal functioning of the institution; such service is identified as "university service."

1. 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

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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:

- a. Providing information services to adults or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.
- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. 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:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accreditation reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring.
- j. Prizes and awards for excellence in university service.

3. Professional Service

- a. Editing or refereeing articles or proposals for professional journals or organizations.

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- b. Active participation in professional organizations.
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

4. Other Service: Curation

Curators at the University of Alaska Museum of the North (UAMN) with a faculty appointment in art typically have a portion of their workload assigned to the department. The Art Department will evaluate the curator's service record taking into consideration the recommendation of the UAF Museum Committee.

Curation involves the management and development of a formally recognized university collection that exists to serve as a research resource for students and researchers at university, state, national and international levels. Examples of curatorial activities include, but are not limited to:

- a. *Maintaining, enhancing, and enlarging the collection (includes computerization and database development, archival upgrades, specimen conservation and identification, and adding specimens or objects to existing collection);*
- b. *Interacting with state and federal agencies and with the public on collections-related issues;*
- c. *Facilitating collections use through loans, exchanges, and visiting researchers;*
- d. *Maintaining appropriate permits (as needed for the collections);*
- e. *Directing collections managers, student employees, and volunteers;*
- f. *Working with public program staff to create exhibits and educational activities appropriate to the collection;*
- g. *Pursuing funding for collections growth and maintenance;*
- h. *Producing curatorial or collections-related publications, reports, and/or manuals;*
- i. *Ensuring university compliance with state and federal laws that pertain to the collection.*
- j. *Specific criteria for curatorial performance at the rank of Assistant Professor. Evidence of curatorial ability and a commitment to developing and managing research collection relevant to the area of specialization includes the following:*
 - i. *Curators will develop the collections as a permanent record of the natural and/or cultural diversity of Alaska and the circumpolar North and as a research resource for studies of biological and/or cultural diversity.*
 - ii. *Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.*
 - iii. *Curators will preserve the specimens, artifacts, objects, and material under their purview through the use of methods and techniques professionally accepted within their respective disciplines.*

- iv. Curators will ensure that all records and field notes concerning collection materials are maintained in a secure fashion and meet or exceed documentation standards for their respective discipline.*
 - v. Curators will maintain current accession files, deaccession files, and catalogues of objects in their collections. They will develop electronic databases with computer data formats that follow data standards of the respective discipline and UAMN.*
 - vi. Curators will develop, maintain, and revise written policies and procedures for curation of objects or specimens in their collections.*
 - vii. Curators will take part in interpretive activities of the Museum in order to fulfill the museum's mission to interpret the natural and cultural history of Alaska. In this regard, preparation of small exhibits is approximately the equivalent of publication of a professional article; project direction of a large complex exhibit that includes preparation of a serious catalogue is approximately the equivalent of publication of a scholarly book.*
 - viii. Curators will actively prepare grant applications for external support for their curatorial and collection-based research.*
- k. Specific Criteria for Curatorial Performance at the Rank of Associate Professor*

Consistent contributions to interpretive (education and exhibition) activities of the museum, response to collection-related inquiries (from other professionals, the public and state agencies) and/or development of interpretive materials for the public-at-large are expected. Use of the collections for teaching and/or research must be evident. Active solicitation for external funds to support curatorial activities and collection-based research must be evident.

l. Specific Criteria for Curatorial Performance at the Rank of Professor

Significant development of the collections under the curator's care is expected. This development includes sustained growth of the collections as research resources and as a means of fulfilling the museum's mission of acquiring, preserving in perpetuity, investigating, and interpreting objects and specimens relating to the natural and /or cultural history of Alaska and the circumpolar North. Significance of collections will be measured in terms of research significance, value to University of Alaska research and instructional programs, and value to national and international research programs. The curator should be a recognized authority in their field, locally and nationally. They must have a record of success in acquiring external funds for their curatorial activities and collection-based research.

5. Evaluation of Service

Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation,

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and/or appreciation, certificates and awards and other public means of recognition for services rendered.

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G. Unit Criteria

Excerpted from the "University Policies and Procedures (The Faculty Blue Book)" Chapter III C.

Unit criteria are recognized values used by a faculty within a specific discipline to elucidate, but not replace, the general faculty criteria established in D, E, F, above for evaluation of faculty performance on an ongoing basis and for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review. Discipline based unit criteria should be fully aligned with the university-wide evaluation criteria in order to reflect the specific nature of individual disciplines.

Unit criteria when developed by the faculty and approved by the Faculty Senate, must be used in the review processes by all levels of review. Their use is NOT optional. It shall be the responsibility of the candidate for promotion, tenure, 4th year comprehensive and diagnostic review, and post-tenure review to include these approved unit criteria and all their workloads in the application file.