



The University of Akron
Buchtel College of Arts and Sciences

Date: May 16, 2024

TO: Provost Wiencek

FROM: Dean McKinney

SUBJECT: Unit RTP Evaluation Guidelines and Criteria

The attached guidelines were approved by the faculty in the Myers School of Art on April 5, 2024

I approve these guidelines and criteria.

If you concur, we ask that you also approve the guidelines and criteria.

5/16/2024

Department Chair

Date

Dean Buchtel College of Arts & Sciences

5/17/2024

Date

Exec VP & Provost

10/10/2024

Date

**Criteria for Reappointment, Tenure and Promotion
of Tenure-Track Bargaining Unit Members
in the Mary Schiller Myers School of Art
Buchtel College of Arts and Sciences
April 5, 2024**

INTRODUCTION

The UA-Akron AAUP Collective Bargaining Agreement (CBA) contains processes, timelines and procedures for the Retention, Tenure and Promotion (RTP) of Bargaining Unit members and should be referred to for such matters. This document serves to enumerate the minimum criteria for tenure/promotion relevant to the discipline(s) represented in the academic unit listed above. These criteria may include quantitative and/or qualitative measures and meeting these minimum criteria does not guarantee a positive recommendation. Nothing contained in this document can conflict with the CBA or University rules.

1. MATERIALS FOR THE RTP FILE

Specific materials, other than those already specified in the CBA, that are to be included in the candidate's RTP file:

1. Teaching Portfolio as outlined in Section 4.A.
2. Relevant Unit Guidelines

2. ANNUAL REAPPOINTMENT

Non-tenured tenure-track faculty shall be evaluated in terms of teaching, research, service, and professional conduct. The Reappointment Committee shall conduct its review of the candidate with an emphasis on the candidate's progress toward Tenure. The Reappointment Committee's recommendation letters to the candidate and the Department Chair shall contain an explicit assessment of the candidate's strengths and weaknesses, if any. In the event of a perceived weakness, the Committee shall recommend a plan to give the candidate an opportunity to correct any deficiencies before the time of application for Tenure.

It is the responsibility of a tenure-track candidate for Reappointment to provide evidence that he or she shall be able to meet the criteria for Tenure and Promotion to Associate Professor (if applicable) at the end of the probationary period.

3. PROMOTION TO ASSOCIATE PROFESSOR

A candidate for promotion to Associate Professor who is also applying for tenure must provide evidence of teaching effectiveness; productive, on-going research; and active and engaged service. Minimal expectations are the same as those for tenure. If written documentation to this effect is provided in the candidate's application file, scholarly achievements completed before employment at the University, while in a faculty position at another college or university, may be considered in the RTP deliberation process.

A. Teaching.

Teaching expectations are the same as for indefinite tenure.

B. Scholarly Research and Creative Accomplishments

Scholarly Research and Creative Accomplishments expectations are the same as for indefinite tenure.

C. Service

Service expectations are the same as for tenure.

D. Professional Conduct

Professional conduct expectations are the same as for tenure.

4. INDEFINITE TENURE

Candidates for indefinite tenure must provide evidence of teaching effectiveness; productive, on-going research; and active and engaged service.

A. Teaching

Candidates for indefinite tenure shall demonstrate a history of effective teaching with a teaching portfolio containing the following:

1. Student evaluations from all courses taught. Student evaluations must include all written comments. Letters of support from Myers alumni may supplement the university-mandated evaluations; to avoid any potential conflict of interest, letters of support may not be solicited from current students.
2. Peer evaluations (observations of classroom teaching) by Myers faculty and external evaluations, as applicable.
3. Documentation for each course taught that represents the candidate's pedagogy and student learning. At a minimum, this shall include course syllabi, examples of student work, and sample instructional materials.
4. Evidence related to teaching not already included in the teaching portfolio, as needed.

Effective teaching is evidenced by the following:

1. Student evaluations: while the School recognizes the limitations and inherent biases in student evaluations, they offer important feedback on the classroom experience. Mean quantitative score for all questions is expected to be at a 3 or higher on a 1-5 scale. If the candidate falls below the student evaluation standard stated above, the faculty member and School Director will develop a teaching improvement plan to be implemented the following year. For those seeking promotion, quantitative scores are expected to be near or above the mean for the School; quantitative scores consistently below the mean for School should be addressed by the candidate in their narrative.
2. Positive peer teaching evaluations.
3. Syllabi and teaching materials that follow Myers' templates, where applicable, and evidence the alignment of classroom activities and assignments with the course learning objectives.
4. Concern for and maintenance of a safe classroom environment, as applicable.

The following criteria can also offer evidence of effective teaching, and may be addressed in the teaching portfolio as appropriate:

1. Effective use of visiting artists and scholars to enhance the learning environment;
2. Enrichment of the learning environment with field trips and educational travel;
3. Establishment of a learning environment that promotes skills, thinking, and creativity;
4. Integration and support of university-wide initiatives in the classroom, such as inclusive teaching or community-based experiential learning;
5. Evidence of student success (such as, but not limited to: receipt of scholarships and grants; admission to graduate programs; solo exhibitions; participation in juried exhibitions; internships and employment in the field);
6. Innovations in pedagogy developed and introduced;

7. Contribution of significant new knowledge to the course and/or subject matter through related personal and/or professional research;
8. Curricular development;
9. Attendance and participation in conferences, courses, and workshops on teaching;
10. Efforts to stay current in one's discipline.

B. Scholarly Research and Creative Accomplishments

Candidates shall demonstrate **substantial** contribution in at least one of the areas of research, creative activity, or scholarly inquiry.

1. For studio art faculty, depending on the medium and specialization involved, substantial creation, production, interpretation, or criticism of works of art are expected. Such activity may include solo exhibits, group exhibitions, performances, productions, awards, grants, curatorial activities, commissions, presentations, technology research and writings.
2. For art education and art history faculty, substantial works may include refereed journal articles, refereed conference proceedings, books, reviews, book chapters, lectures, seminars, creative programming, and awarded external research grants, and papers presented at meetings or conferences.
3. For design faculty, substantial design work may include consultation, client work, commissions, design research, performances, productions, awards, grants, lectures, curatorial activities, design articles, books, technology research and presentations.

In evaluating a faculty member's research, creative activity, or scholarly inquiry, attention will be directed to overall quality and significance to the field as judged by professional colleagues on- and off-campus. The evaluation of this body of scholarly research and creative accomplishment will include such things as: the quality and significance of the work over time; the quality and significance of the outlets; and evidence of progression in thought, method, design, problem-solving, and/or analysis.

Tenure relates to the potential for and promise of future achievement and recognition based on performance and accomplishment exhibited during the review period.

C. Service

Candidates shall demonstrate active engagement within the School and College in the area of service. Such engagement may be evidenced by active contributions to school and college committees; effective area coordination; and professional activities within the School and College. Faculty are encouraged to show commitment to the community through discipline-related professional activities at the local and regional levels.

D. Professional Conduct

All candidates shall demonstrate professional conduct according to the CBA under "Professional Conduct."

5. PROMOTION TO PROFESSOR

A candidate for promotion to Professor will have already demonstrated competence in research, teaching, and service by attaining the rank of Associate Professor. It is therefore expected that the candidate must also demonstrate **leadership** in teaching, research, and service. The Promotion to Professor Committee shall consider the candidate's leadership role in each of these areas in the context of the candidate's entire career and may place a different emphasis on each area for different candidates.

Candidates must provide evidence that they have met the following minimal expectations to be eligible for consideration for promotion to Professor.

A. Teaching

In addition to teaching effectiveness, candidates shall demonstrate leadership in teaching. Such leadership may be evidenced by curricular development, innovations in pedagogy, evidence of student success, or other appropriate activities. The teaching portfolio should focus upon demonstrating leadership in teaching and its contents are outlined in Section 4.A; for promotion to Professor, the School does not require the inclusion of student comments in the teaching portfolio. Letters of support from Myers alumni may supplement the university-mandated evaluations; to avoid any potential conflict of interest, letters of support may not be solicited from current students.

B. Scholarly Research and Creative Accomplishments

Candidates shall demonstrate leadership in research, as evidenced by on-going research with visibility outside The University of Akron. The candidate shall demonstrate **substantial** and **sustained** contributions in the areas of scholarly or creative research.

1. For studio art faculty, depending on the medium and specialization involved, substantial creation, production, interpretation, or criticism of works of art are expected. Such activity may include solo exhibits, group exhibitions, performances, productions, awards, grants, curatorial activities, commissions, presentations, technology research and writings.
2. For art education and art history faculty, substantial works may include refereed journal articles, refereed conference proceedings, books, reviews, book chapters, lectures, seminars, creative programming, and awarded external research grants, and papers presented at meetings or conferences.
3. For design faculty, substantial design work may include consultation, client work, commissions, design research, performances, productions, awards, grants, lectures, curatorial activities, design articles, books, technology research and presentations.

In evaluating a faculty member's research, creative activity, or scholarly inquiry, attention will be directed to overall quality and significance to the field as judged by professional colleagues on- and off-campus. The evaluation of this body of scholarly research and creative accomplishment will include such things as: the quality and significance of the work over time; the quality and significance of the outlets; and evidence of progression in thought, method, design, problem-solving, and/or analysis.

C. Service

Candidates shall demonstrate leadership within the School, College, and University in the area of service. Such leadership may be evidenced by the chairing of committees; effective area coordination; and professional activities within the School, College, and University. Faculty are encouraged to show leadership within the community through discipline-related professional activities at the local, regional, or national level.

D. Professional Conduct

All candidates shall demonstrate professional conduct according to the CBA under "Professional Conduct."

6. SUPPLEMENTAL GUIDELINES

1. The Myers RTP Committee Chair will establish a Committee for Peer Evaluation for each RTP faculty member standing for reappointment or promotion. The CPE is responsible for peer evaluation of the candidate's application and shall present a summary of the data provided by the candidate to the entire Myers RTP Committee to facilitate discussion during its review session of each candidate. The CPE will consist of 3 members of the Myers RTP Committee. A new CPE for each candidate will be established annually. The Myers RTP Committee review sessions will be held at least to two weeks prior to the recommendation being sent to the Director of the Myers School of Art. The committee's work is complete when the RTP Committee Chair submits its recommendation to the Director of the Myers School of Art.

2. All deliberations relating to candidates being reviewed for retention, tenure, or promotion will be kept in the strictest professional confidence by committee members.

7. MATERIALS FOR EXTERNAL REVIEW

1. Materials sent to external reviewers shall include the candidate's curriculum vita, the candidate's narrative statement of teaching, research and service and documentation of teaching, research, and service.

2. External reviewers shall be instructed to review the candidate with especial focus on their scholarly research and creative accomplishments, based upon the criteria outlined in this document, as appropriate to the candidate's request for tenure and/or promotion.

Version: April 5, 2024

Myers vote: 10 ayes, 1 nay, 0 abstentions