

**SCHOOL OF ART AND ART HISTORY
DISCIPLINE-SPECIFIC GUIDELINES FOR
PROMOTION AND TENURE**

April 16, 2010

Promotion to Rank of Associate Professor and/or Tenure

General Requirements

1. Research shall be understood to mean Scholarly Research and Creative Activity as appropriate to a specific discipline and area of expertise.
2. Promotion to the rank of Associate Professor requires a record of “distinction” in teaching and research. It is expected that the candidate has achieved a national reputation based on research contributions in one’s field.
3. A candidate for the rank of Associate Professor and/or Tenure must also demonstrate a commitment to service.
4. For promotion to Associate Professor and/or Tenure, “distinction” is measured in comparison to assistant professors in the candidate's area of specialization at AAU institutions comparable to the University of Florida.
5. Tenure should be based on clear evidence of the potential for sustained contribution and leadership in the program over a candidate’s whole teaching career.

Specific Requirements

The School of Art and Art History is composed of several disciplines, each of which has distinctive criteria for tenure and promotion. While the guidelines that appear below are the same for teaching and service, it is acknowledged that certain items may not apply to all disciplines. The diversity in research is sufficient to warrant separate, discipline-specific criteria for that activity.

The following guidelines are based on those of peer institutions and of the appropriate professional organizations. They assume a comparable level of support in teaching, research, and service to that provided by peer institutions.

Teaching

Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate excellence and effectiveness in this important area. There is, however, great variability in the approach to teaching among the various disciplines within the School. Teaching ranges from broad survey courses involving large numbers of students to intensive studio instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

Distinction in teaching shall be evidenced by a consistent pattern of excellence and effectiveness among multiple indicators, including the following:

- a. Student evaluations considered in relation to the type of course.
- b. Peer ratings showing excellence and effectiveness in teaching content in classroom performance based on direct observations
- c. Serving on graduate supervisory committees
- d. Supervising independent studies, internships, and practica
- e. Achievement of significant awards or other recognition for teaching
- f. Development of new courses, teaching program, and/or implementation of a degree program and ongoing revision of existing courses to reflect the changing state of the discipline. Other activities may include the development and implementation of continuing education courses or online courses, international course development, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.
- g. Accomplishments of students directly supervised and/or mentored by the faculty while a student

Service

It is expected that all faculty members will demonstrate good citizenship in their schools and in the college by actively serving on school, college, and/or university committees consistent with their rank and experience. This description of service relates to activities that are performed without additional compensation or course release. The Director will work to balance each faculty's committees equitably. Because the amount of work required of faculty varies by committee, it is expected that the Director's letter will provide substantive information about the quality of the candidate's service.

Some activities that may fall under this category include:

- a. Active participation in discipline, area, school, college, and university committees and meetings
- b. Serving as an undergraduate or graduate coordinator or area head
- c. Serving as a committee member in a state, regional, national or international professional organization
- d. Serving as an officer or board member in a state, regional, national, or international professional organization
- e. Organizing workshops, exhibitions, judging or jurying exhibitions or papers, and visiting artists that benefit the community or profession
- f. Serving on committees or boards of local, regional, national, and international professional organizations and publications

- g. Membership on local, regional, and national art commissions
- h. Responding to community and campus requests for collaboration.
 - i. Maintaining relationships with local and regional cultural institutions.
 - j. serving as faculty advisor to student clubs or for student events

Research – by discipline

Creative Research and Scholarship in Studio Art

The products of creative research are highly varied. The output and documentation of these activities must be considered in relation to each individual candidate's specific area of expertise and stated research direction. One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization and research focus. (Note: The external reviewers will be asked to submit copies of their curriculum vitae, which will be included in the candidate's packet.) Distinction in research ordinarily entails (a) the development of a significant line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one's field. The quality of research shall be judged as more important than quantity when evaluating the candidate's research contributions.

Creative Research and Scholarship is not limited to and may be demonstrated by the following (the priority and weight of individual items may be different depending on the researcher's area of focus or discipline):

a. Creative Activity

In the visual arts, evidence of creative activity may include, but is not limited to juried, invited, solo, and group exhibitions. Forms of work include the full range of practices that constitute the field of art in its broadest sense. Presentation and exhibition of creative activity may include, but is not limited to commercial and non-profit galleries, art centers, museums, web-sites, institutes of contemporary art, virtual environments, alternative spaces, public spaces, publications, and other appropriate venues, both real and virtual. The products of creative research may be multiple, allowing for wide distribution to presentation and exhibition venues. In other instances, projects may evolve over long periods of time and may be exhibited only once.

Modes of creative research practice may be individual, collaborative, interactive, performance-based, site-specific (both real and virtual), web-based, and other modes. The recognition and validation by on-going productivity and quality are the primary standard. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.

b. Authored Publications

i. Books/Monographs:

Traditional publication methodologies as well as networked, rich-media publications such as extended blogs, DVD's or CD-ROMS should be included if they constitute a sustained investigation of a particular topic.

ii. Refereed Journal Articles:

Authorship of articles published in professional journals (online or off). The format of these contributions may go beyond the form of a written essay to include pod-casts, video blogs or other forms of archival media. These include contributions to self-policing networks with professional community debate and evaluation.

iii. Chapters of books and Monographs:

Invited or juried. Essays or chapters in edited volumes (online or off), which establish standards for discourse in disciplines.

iv. Editorship

Traditional forms of editorship as well as coordinating or managing a multi-user discussion list whether accessible via e-mail or web.

This category also includes the conception, design, engineering, curation and /or editing of organized media collections including media festivals, networked data bases, and publications.

v. Authorship of creative publications (online and off)

vi. Presentation of papers before professional societies

vii. Technical Reports/ Book Reviews/Exhibition Reviews (online and off)

viii. Other Publications (e.g. editorials, working papers, etc...)

This category includes essays published to e-mail lists including all contributions to discussion sparked by the essay.

c. Publication of creative work

i. Appearance of images of creative work in books, magazines related to the field, online professional archives and compilations.

ii. Inclusion of editioned works in creative portfolios published by institutions, archives, etc.

d. Presentation of professional seminars and workshops (online and off)

e. Invited lectures

f. Acquisition of research grants

Success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research- based (rather than service-based) grants or contracts, represents a significant indication of progress toward establishing a national research reputation.

g. Other indicators of progress toward establishment of a national research reputation include:

- h. Selection for service as an officer or on the board of a professional organization.
- i. Invited to serve on review panels of grant agencies.

Research and Professional Development in Art History

1. Authorship of a book or monograph is expected. A book is defined as being already published or in press (that is, with peer reviews, a final acceptance, and a confirmed date of publication).
2. In limited cases, a series of peer-reviewed articles may be considered equivalent to a book, as urged by the College Art Association. These articles must be substantive and important contributions to the field, such that an independent reviewer would consider the impact of the total to be equivalent to that of a sole-authored book.
3. A peer-reviewed book or monograph published by a major commercial press that is also known for publishing scholarly works will be considered equivalent to a book or monograph published by a university press.
4. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.
5. In addition to the book or equivalent articles, the SAAH considers the following activities as significant indicators of a faculty member's impact on the field of art history: edited books; book-length manuscripts; articles and reviews, including those that are not peer-reviewed; the receipt of grants and fellowships for research and other activities; exhibitions curated; papers presented before professional societies; appearance on programs of professional organizations; lectures delivered at other institutions or to various organizations; and offices held in professional societies.

Research and Professional Development in Art Education

Research and Professional Development should demonstrate a pattern of distinction in the field of art education at a regional, national, and/or international level that consists of the following:

1. Authorship of a book or monograph is expected. A book is defined as being already published or in press (that is, with peer reviews, a final acceptance, and a confirmed date of publication).
2. A series of peer-reviewed articles or book chapters may be considered equivalent to a book if these articles are judged to make substantive and important contributions to the field, such that an independent reviewer would consider the impact of the total to be equivalent to that of a sole-authored book.
3. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.
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delivered at other institutions or to various organizations; and offices or appointed positions held in professional organizations.

Research and Professional Development in Museum Studies

The Museum Studies Program requires its faculty to have an on-going relationship with museums and with organizations that represent the museum field. In recognition of the interdisciplinary nature of the Museum Studies Program and of museum studies as an academic field, candidates for tenure and promotion may publish in either the field of museum studies or in a disciplinary [or congrate?] field.

1. Authorship of a book or monograph is preferred, although a series of peer reviewed articles and creative work would be considered equivalent to a single-authored book by the College Art Association and the Modern Language Association and is accepted as such by the School. A book is defined as being already published or in press (that is, with peer reviews, a final acceptance, and a date of publication).
2. A peer-reviewed book or monograph published by a major commercial press that is also known for publishing scholarly works will be considered equivalent to a book or monograph published by a university press.
3. A substantial exhibition catalogue will be considered equivalent to a single-authored book if it is fully the work of one person and receives outside peer-review.
4. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.
5. In addition to publication, creative work for museum studies faculty would include specific projects within a museum context—e.g. curating exhibitions, developing educational programming, evaluation of audience, etc. These should be carefully examined to determine their importance and value in the tenure process and this should be noted in the director's yearly review of the faculty.
6. Success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research- based (rather than service-based) grants or contracts, represents a significant indication of progress toward establishing a national research reputation.
7. In addition to the book or equivalent articles, the SA+AH considers the following activities as significant indicators of a faculty member's impact on the field of museum studies or the faculty member's particular discipline: edited books; book-length manuscripts; articles and reviews, including those that are not peer-reviewed; the receipt of grants and fellowships for research and other activities; papers presented before professional societies; the production of instructional media; appearance on programs of professional organizations; lectures delivered at other institutions or to various organizations; and offices held in professional societies.

Promotion to Rank of Professor

General Requirements

1. Research shall be understood to mean Scholarly Research and Creative Activity as appropriate to a specific discipline and area of expertise.
2. Promotion to the rank of Professor requires a record of “distinction” in teaching and research. It is expected that the candidate has achieved a national or international reputation based on research contributions in one’s field.
3. A candidate for the rank of Professor must also demonstrate a commitment to service and to leadership at the school, college, university and/or professional level.
4. Promotion to the rank of professor carries an expectation of continued effective teaching and, clear evidence of significant impact on the development of programs in the School in areas such as curriculum, administration and/or external relations.
5. For promotion to Professor, “distinction” is measured in comparison to associate professors in the candidate's area of specialization at AAU institutions comparable to the University of Florida.

Specific Requirements

The School of Art and Art History is composed of several disciplines, each of which has distinctive criteria for tenure and promotion. While the guidelines that appear below are the same for teaching and service, it is acknowledged that certain items may not apply to all disciplines. The diversity in research is sufficient to warrant separate, discipline-specific criteria for that activity.

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Teaching

Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate excellence and effectiveness in this important area. There is, however, great variability in the approach to teaching among the various disciplines within the School. Teaching ranges from broad survey courses involving large numbers of students to intensive studio instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

Distinction in teaching shall be evidenced by a consistent pattern of excellence and effectiveness among multiple indicators, including the following:

- a. Student evaluations considered in relation to the type of course.
- b. Peer ratings showing excellence and effectiveness in teaching content in classroom performance based on direct observations

- c. Serving on graduate supervisory committees
- d. Supervising independent studies, internships, and practica
- e. Achievement of significant awards or other recognition for teaching
- e. Development of new courses, teaching program, and/or implementation of a degree program and ongoing revision of existing courses to reflect the changing state of the discipline. Other activities may include the development and implementation of continuing education courses or online courses, international course development, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.
- f. Accomplishments of students directly supervised and/or mentored by the faculty while a student

Service

It is expected that all faculty members will demonstrate good citizenship in their schools and in the college by actively serving on school, college, and/or university committees consistent with their rank and experience. This description of service relates to activities that are performed without additional compensation or course release. The Director will work to balance each faculty's committees equitably. Because the amount of work required of faculty varies by committee, it is expected that the Director's letter will provide substantive information about the quality of the candidate's service.

Some activities that may fall under this category include:

- a. Active participation in discipline, area, school, college, and university committees and meetings
- b. Committee leadership
- c. Serving as an undergraduate or graduate coordinator or area head
- d. Serving as a committee member in a state, regional, national or international professional organization
- e. Serving as an officer or board member in a state, regional, national, or international professional organization
- f. Organizing workshops, exhibitions, judging or jurying exhibitions or papers, and visiting artists that benefit the community or profession
- g. Serving on committees or boards of local, regional, national, and international professional organizations and publications
- h. Membership on local, regional, and national art commissions
- i. Formally or informally mentoring junior faculty

- j. Responding to community and campus requests for collaboration.
- k. Maintaining relationships with local and regional cultural institutions.
- l. serving as faculty advisor to student clubs or for student events

Research – by discipline

Creative Research and Scholarship in Studio Art

The products of creative research are highly varied. The output and documentation of these activities must be considered in relation to each individual candidate's specific area of expertise and stated research direction. One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization and research focus. (Note: The external reviewers will be asked to submit copies of their curriculum vitae, which will be included in the candidate's packet.) Distinction in research ordinarily entails (a) the development of a significant line of research and (b) an established national or international reputation based on research contributions in one's field. The quality of research shall be judged as more important than quantity when evaluating the candidate's research contributions.

Creative Research and Scholarship is not limited to and may be demonstrated by the following (the priority and weight of individual items may be different depending on the researchers area of focus or discipline):

- a. Creative Activity

In the visual arts, evidence of creative activity may include, but is not limited to juried, invited, solo, and group exhibitions. Forms of work include the full range of practices that constitute the field of art in its broadest sense. Presentation and exhibition of creative activity may include, but is not limited to commercial and non-profit galleries, art centers, museums, web-sites, institutes of contemporary art, virtual environments, alternative spaces, public spaces, publications, and other appropriate venues, both real and virtual. The products of creative research may be multiple, allowing for wide distribution to presentation and exhibition venues. In other instances, projects may evolve over long periods of time and may be exhibited only once.

Modes of creative research practice may be individual, collaborative, interactive, performance-based, site-specific (both real and virtual), web-based, and other modes. The recognition and validation by on-going productivity and quality are the primary standard. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.

- b. Authored Publications

- i. Books/Monographs:

- Traditional publication methodologies as well as networked, rich-media publications such

as extended blogs, DVD's or CD-ROMS should be included if they constitute a sustained investigation of a particular topic.

ii. Refereed Journal Articles:

Authorship of articles published in professional journals (online or off). The format of these contributions may go beyond the form of a written essay to include pod-casts, video blogs or other forms of archival media. These include contributions to self-policing networks with professional community debate and evaluation.

iii. Chapters of books and Monographs:

Invited or juried. Essays or chapters in edited volumes (online or off), which establish standards for discourse in disciplines.

iv. Editorship

Traditional forms of editorship as well as coordinating or managing multi-user discussions list whether accessible via e-mail or web. This category also includes the conception, design, engineering, curation and /or editing of organized media collections including media festivals, networked data bases, and publications.

v. Authorship of creative publications (online and off)

vi. Presentation of papers before professional societies

vii. Technical Reports/ Book Reviews (online and off)

viii. Other Publications (e.g. editorials, working papers, etc...)

This category includes essays published to e-mail lists including all contributions to discussion sparked by the essay.

c. Publication of creative work

i. Appearance of images of creative work in books, magazines related to the field, online professional archives and compilations.

ii. Inclusion of editioned works in creative portfolios published by institutions, archives, etc.

d. Presentation of professional seminars and workshops (online and off)

e. Acquisition of research grants

Success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research-based (rather than service-based) grants or contracts, represents a significant indication of a national research reputation.

f. Other indicators of an established national research reputation include:

i. Selection for service as an officer or on the board of a professional organization.

ii. Invited to serve on review panels of grant agencies.

iii. Achievement of significant awards or honors for research.

Research and Professional Development in Art History

1. Authorship of a book or monograph is expected. A book is defined as being already published or in press (that is, with peer reviews, a final acceptance, and a confirmed date of publication).
2. In limited cases, a series of peer-reviewed articles may be considered equivalent to a book, as urged by the College Art Association. These articles must be substantive and important contributions to the field, such that an independent reviewer would consider the impact of the total to be equivalent to that of a sole-authored book.
3. A peer-reviewed book or monograph published by a major commercial press that is also known for publishing scholarly works will be considered equivalent to a book or monograph published by a university press.
4. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.
5. In addition to the book or equivalent articles, the SAAH considers the following activities as significant indicators of a faculty member's impact on the field of art history: edited books; book-length manuscripts; articles and reviews, including those that are not peer-reviewed; the receipt of grants and fellowships for research and other activities; exhibitions curated; papers presented before professional societies; appearance on programs of professional organizations; lectures delivered at other institutions or to various organizations; and offices held in professional societies.

Research and Professional Development in Art Education

Research and Professional Development should demonstrate a pattern of distinction in the field of art education at a regional, national, and/or international level that consists of the following:

5. Authorship of a book or monograph is expected. A book is defined as being already published or in press (that is, with peer reviews, a final acceptance, and a confirmed date of publication).
6. A series of peer-reviewed articles or book chapters may be considered equivalent to a book if these articles are judged to make substantive and important contributions to the field, such that an independent reviewer would consider the impact of the total to be equivalent to that of a sole-authored book.
7. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.
8. In addition to a book or equivalent articles, the SAAH considers the following activities as significant indicators of a faculty member's impact on the field of art education: edited books; book-length manuscripts; articles and reviews, including those that are not peer-reviewed; the receipt of grants and fellowships for research and other activities; participation in juried exhibitions; papers presented before professional societies; appearance on programs of professional organizations; articles in online publications that are peer-reviewed; lectures delivered at other institutions or to various organizations; and offices or appointed positions held in professional organizations.

Research and Professional Development in Museum Studies

The Museum Studies Program requires its faculty to have an on-going relationship with museums and with organizations that represent the museum field. In recognition of the interdisciplinary nature of the Museum Studies Program and of museum studies as an academic field, candidates for tenure and promotion may publish either in the field of museum studies or in a disciplinary field, or both.

8. Authorship of a book or monograph is preferred, although a series of peer reviewed articles and creative work would be considered equivalent to a single-authored book by the College Art Association and the Modern Language Association and is accepted as such by the School. A book is defined as being already published or in press (that is, with peer reviews, a final acceptance, and a date of publication).
9. A peer-reviewed book or monograph published by a major commercial press that is also known for publishing scholarly works will be considered equivalent to a book or monograph published by a university press.
10. A substantial exhibition catalogue will be considered equivalent to a single-authored book if it is fully the work of one person and receives outside peer-review.
11. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.
12. In addition to publication, creative work for museum studies faculty would include specific projects within a museum context—e.g. curating exhibitions, developing educational programming, evaluation of audience, etc. These should be carefully examined to determine their importance and value in the tenure process and this should be noted in the director's yearly review of the faculty.
13. Success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research- based (rather than service-based) grants or contracts, represents a significant indication of progress toward establishing a national research reputation.
14. In addition to the book or equivalent articles, the SA+AH considers the following activities as significant indicators of a faculty member's impact on the field of museum studies or the faculty member's particular discipline: edited books; book-length manuscripts; articles and reviews, including those that are not peer-reviewed; the receipt of grants and fellowships for research and other activities; papers presented before professional societies; the production of instructional media; appearance on programs of professional organizations; lectures delivered at other institutions or to various organizations; and offices held in professional societies.

Promotion to Rank of Distinguished Professor

General Requirements

1. The distinguished professor is chosen from the ranks of full professors within the School.
2. Recommendations are made on the basis of significant contributions to teaching, research, or creative endeavors that have been made by the faculty member during his/her career at the University of Florida.
3. To be eligible for this award, the faculty member must be a full professor, have been at the University at least 5 years and, above all, have achieved true distinction in his/her discipline or profession. Although scholarly distinction is the primary qualification, evidence of quality teaching, especially at the graduate level, and significant service that entails leadership within the University and the profession should be emphasized.

