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 particular to the field of art in boldface type.**

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 process of evaluation 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 for 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. Appointment by Dean. Following the selection process, the dean 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 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. PERIODIC EVALUATION OF FACULTY

A. General 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 creative and 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.

2. Qualities for Effective Teachers.

Effective teachers are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students, express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject, emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity, emphasize regular feedback to students and reward student learning success, demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level, regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design.

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3. Qualities for Studio and Art History Teaching

The "hands on" nature of studio art must be recognized. Effective teaching is demonstrated by teaching residencies and giving workshops showing technical mastery and the acquisition and transmission of new techniques. Studio art and art history teaching requires facility with digital media presentations such as Powerpoint and video as well as the use of the internet and databases.

Sensitive and effective individual critiques are an important part of studio classes and the ability to run effective, cordial and insightful group critiques is also important.

Effective teaching also requires active participation in both curriculum development and policy matters for the department. Recruitment, knowledgeable advising and training/guiding undergraduate and graduate students are also part of an effective teacher's activities.

4. Evaluation of Effectiveness in Teaching

a. Systematic student ratings are a required source of data. Instructional Assessment System forms must be completed for every course as required by university policy.

and at least two of the following three items:

b. Narrative self-evaluation
c. Peer/department chair classroom observation and evaluation of course materials
d. Peer/department chair evaluation of course materials

e. Another indicator would be state, local or university wide awards or other recognition for superior teaching

5. 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 **and/or artists**. 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 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. Exhibitions of art works at galleries, museums, art centers and alternative spaces as well as site specific locations with 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.
b. 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. Online website magazines as well as other digital publications are valid venues if subject to review and approval by peers.
c. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.
d. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
e. Creation of public art commissions commissioned by local, state and national government and private organizations.
f. Solo and collaborative performances in recitals or productions; selection for these performances being based on stringent auditions and approval by appropriate judges.
g. Presentation of research papers before learned societies.
h. Scholarly review of publications, art works and performance of the candidate.
i. Citations of research in scholarly publications.
j. Published abstracts of research papers.
k. 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.
l. Prizes and awards for excellence of scholarship.
m. Awards of special state, national and international fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
n. Development of processes or instruments useful in solving problems, such as computer programs and systems for the processing of data.
o. Applied research such as building and design of equipment or processes using historical and/or contemporary technologies.
p. Serving as artist-in-residence and/or workshop instructor.
q. Serving as curator of an exhibit at a recognized institution such as a museum, gallery or alternative space.
r. Acquisition of work by prominent private, corporate and public collections
s. Public screening and broadcast of video/film works

6. Evaluation of Effectiveness of Research

A major consideration for the evaluation of effectiveness in research in the field of art is the frequency and volume of activity. The steady consistent creation and exhibition of new work is of paramount importance. 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.

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7. Criteria for Public, Professional 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." "Professional service" relates to activities with groups and organizations directly connected to the field of art.

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 of Faculty.
j. Prizes and awards for excellence in university service.
k. Serving as an outside examiner to other graduate programs in the university.
l. Direction and supervision of the Art Department Fine Art Gallery and other exhibit spaces.
m. Coordinating workshops and/or lectures for invited presenters.

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:

a. Providing information services to adults or youth.
b. Service on or to government or public committee
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 state fairs, visual art competitions or events.

Professional Service

Professional service relates to activities with groups and organizations directly connected to the field of art.

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

8. 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.

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 service record taking into consideration the recommendation of the UAF Museum committee.

Examples of measures for Art Department service include but are not limited to:

a. **Frequency and volume of service activities. Considerations of the stature of the groups or organizations served are important.**
b. **Letters of appreciation from organizations benefiting from service activities**
c. **Letters of appreciation from UAF departments, units, colleges or other campus organizations for service on committees or other forums.**
d. **Awards from organizations or groups for service activities**

Curation

Curators at the University of Alaska Museum of the North can hold a tenure-track faculty position. Rank and tenure are held within departments at UAF, and curators are thus treated as joint appointments between a department and University of Alaska Museum of the North as is the case for all tenure-track faculty in the department of art, curator's performances are evaluated on the basis of their activities in teaching, research and service.

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. Supervising 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; and

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.

Specific criteria for curatorial performance:

<u>Assistant Professor and Curator</u>

Evidence of curatorial ability and a commitment to developing and managing research collections relevant to the area of specialization includes the following:

1. 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.

2. Collections care includes responsibility for the physical condition and storage of objects/specimens, corresponding documentation, budgetary management, and annual reports.

3. 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.

4. 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.

5. 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.

6. Curators will develop, maintain, and revise written policies and procedures for caution of objects or specimens in their collections

7. 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 exhibit is approximately the equivalents 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.

8. Curators will actively prepare grant applications for external support for their curatorial activities and collection-based research.

Associate Professor and Curator

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.

Professor and Curator

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 his/her field, locally and nationally. They must have a record of success in acquiring external funds for their curatorial activities and collection-based research.

Evaluation of Curation

A committee composed of the tenured curators at the museum will provide an evaluation to the unit peer committee. In formulating criteria, standards and indices for evaluation, promotion, and tenure, the museum should include examples of curatorial activities and measures for evaluation appropriate for that unit. Excellence in curation may be demonstrated through, e.g., appropriate letter of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.