

## **Department Guidelines Document for Tenure, Promotion, and Performance Assessment**

**For the Department of:** School of Fine art and Music

**College:** Arts

### **Date of Approval by Provost:**

*This information contained in Section A, B, and C of this document is to be considered by Tenure and Promotion Committees in the context of the relevant terms and conditions of the Collective Agreement between the University of Guelph and the University of Guelph Faculty Association (UGFA). Tenure and Promotion Committees are also directed to specifically reference the Tenure, Promotion and Performance Assessment Article (Article 21) of the Collective Agreement, the faculty member's agreed upon Distribution of Effort, and the Schedule of Dates Document provided annually by the Provost's Office.*

### **Tenure and Promotion Committees are responsible for confidential deliberations related to the following possible considerations:**

- 1) Tenure and promotion to the rank of Associate Professor;
- 2) Progress toward granting of Tenure and Promotion to the rank of Associate Professor;
- 3) Promotion to the rank of Professor;
- 4) Performance Assessment.

This Document contains three sections:

A) **ACADEMIC MISSION:** Statement of the agreed upon department academic mission which forms the basis for criteria and evidence.

B) **CRITERIA:** Statement of the criteria (in addition to that in the Collective Agreement) which forms the basis of the Tenure and Promotion Committee deliberations and its recommendations for each of the possible considerations as indicated above; and

C) **EVIDENCE:** Evidence of scholarly contributions, activities and accomplishments in each area of effort, that is relevant and appropriate for consideration by the Tenure and Promotion Committee related to the four possible considerations (i.e. 1 through 4 above) and established criteria.

## **A) Introduction:**

The School of Fine Art and Music has established the following policies and procedures to be used in the evaluation of faculty performance for purposes of granting tenure and promotion, and for Performance Review. These guidelines will be used to assist the School Tenure and Promotion Committee in carrying out its mandate of making critical judgments about faculty achievements. Periodic review of faculty performance takes place every two years, except in the special cases described below. The process should result in recommendations for Performance Review (PR) for faculty members and provide constructive feedback on their performance in the areas of teaching, research, and service to the university and community.

## **B) CRITERIA for each of the possible considerations as indicated above:**

### **1) Criteria, in each area of effort, for Granting of Tenure and Promotion to the rank of Associate Professor or assessment of progress toward the granting of Tenure and Promotion to the rank of Associate Professor:**

In order to encourage decisions based on as much knowledge of faculty performance as possible, and to foster consistency of judgment at all levels, the School of Fine Art and Music has agreed to the following guidelines for promotion and tenure. While adhering to the University's general guidelines, these recommendations are intended to establish specific standards appropriate to the School of Fine Art and Music.

Since the granting of tenure and promotion represents a long-term commitment, the committee must judge a faculty member's performance to be at least satisfactory in the area of service, and in addition, the candidate must have demonstrated excellence, or the potential for it, in teaching and research. The holding of the Ph.D. degree (or its equivalent in the quality and duration of graduate training and/or an outstanding record of past and ongoing research and publication) shall be a condition for the granting of tenure and promotion in Art History and Music. In Studio Art, a condition for an appointment at the assistant professor level is the holding of an M.F.A. or an equivalent teaching and exhibition record.

For promotion to each faculty rank, a reasonable combination of activities and achievements within the list provided for that rank is expected. An individual who is judged to have performed a reasonable selection of activities from the next category above his or her current rank will be considered for promotion to the next higher rank. The quality and quantity of work in each category considered by the committee as reasons for promotion should be as consistent as possible from individual to individual and from year to year. The committee should further ensure that major projects carried on over many years are properly weighted and fairly rewarded in the long run, and not just recognized in the year of their completion.

Faculty members are expected to perform satisfactorily in all areas of responsibility, including research or creative practice, teaching and service. It is not required that a faculty member have an outstanding record in all areas of his/her responsibility in order to be considered for promotion. It is understood that

effective teaching is in part dependent upon continuing intellectual curiosity and growth, as well as on the sustained pursuit of rigorous scholarship or studio practice, and that commitment to dynamic teaching and sensitivity to the needs of the educational community may in turn contribute to the vitality of the professional production of faculty. Though the emphasis may vary from time to time over the career of individual faculty members, a generally good performance in all areas of responsibility is expected in the long run.

The prime evidence of professional activity in **studio** areas of the visual arts is the public exhibition and acquisition of a faculty member's work. Scholarly achievement in **art history** is largely based on a record of publications, including papers presented at scholarly conferences and the like. However, significant service to one's discipline as a consultant, juror and advisor to foundations, funding agencies, and cultural institutions is also an indication of the professional standing of the faculty member. In **music**, scholarly achievement is based upon a record of publications, papers, and professional standing in the field. Significant professional activity (such as composition, conducting, and/or performance) is also considered to be evidence of professional standing of the faculty member.

The School recognizes that the lists below stress exhibitions, creative activity, and publications. In addition, other indications of professional standing, such as service on juries or major funding agencies or on boards of major professional societies, guest curatorial projects, and other similar serious endeavors will be recognized in the evaluation process.

The members of the School T&P Committee must exercise their critical awareness of the quality of the work produced, as well as of the quality and status of the publishing or exhibiting venue. When evaluating the standard of a publication or exhibition, the committee should supplement its own expertise with published critical reviews or solicit external assessments of the work or institution under consideration.

i) Teaching:

There must be evidence of very good teaching as measured by objective criteria, including the teaching of an appropriate variety of areas within the discipline.

ii) Research/Scholarship:

For the sake of clarity, the criteria for each discipline will be stated separately. The following are examples of the type of contributions normally expected of a faculty member at the rank of **Associate Professor**, or for promotion to that rank. Favourable evaluations of scholarly and/or professional activities must be received, normally from three external referees.

iii) Service:

There must be evidence of continuing and meritorious contribution to the administrative and service functions of the School, College, and University

**C) EVIDENCE:**

**Art History:**

- publication of a single-author book.
- publication of a multi-author book.
- publication of an edited book.
- publication of an exhibition catalogue with a brief written contribution by the faculty member.
- contribution of a concise essay to an edited book or exhibition catalogue.
- article in a nationally, or internationally, recognized journal or publication.
- book review in a nationally, or internationally, recognized journal or publication.
- translation or editing of an important book or catalogue pertinent to the research areas of the faculty member.
- presentation of a paper at a professional conference.
- invited lecture at a major gallery or university.
- completion of a manuscript for a major book or catalogue.
- acceptance for publication of any of the items listed above .
- receipt of an important award or grant at the regional level.
- curatorial responsibility for a significant exhibition at a minor gallery.

**Music:**

Scholarly and creative activities are regarded as equally important, within the guidelines set out below. The principal concern in evaluating scholarly and creative activities is with quality, not simply quantity. Peer review or appraisal is considered to be a valuable and important part of one's growth as a scholar, performer, conductor, or composer, and the following guidelines support and encourage several different types of peer review. It is understood that performing for an audience including one's peers, or auditioning for or being invited by one's peers to perform may be analogous with written peer appraisal. The following examples are not exhaustive; they are intended to be used merely as a guide for equating scholarly and creative activities. A faculty member's contribution may lie in both of these areas or wholly in one area (in the latter case, it is desirable for the contribution to be related to one's principal area of teaching).

- publication of a single-author book
- publication of a multi-author book
- publication of an edited book
- contribution of a concise essay to an edited book
- article in a nationally- or internationally-recognized journal or publication
- book review in a nationally- or internationally-recognized journal or publication
- translation or editing of an important book
- presentation of a paper at a professional conference.
- invited lecture at a major university.
- completion of a manuscript for a major book

- acceptance for publication of any of the items listed above .
- receipt of an important award or grant at the regional level
- service as editor of a refereed journal
- published reviews, dictionary articles, or refereed CD notes

**Examples of contributions in the area creative activities may include, for example, such major contributions as:**

- a large-scale composition
- several recordings as conductor, soloist, or member of a small chamber group
- recitals or conducting engagements in internationally-known or major venues.
- radio broadcasts as conductor, soloist, or member of a small ensemble
- other performance activities, such as being an invited performer or being featured in a small or local venue, normally off-campus.

Note: performance activities that arise from one's position as director of a student ensemble including extra performances or other performance-related duties with a student ensemble are considered to be a normal part of one's teaching responsibilities. Performances may also have a service component. Each performance is to be listed only once.

### **Studio Art**

- Receipt of awards and grants at the regional or national level.
- Acceptance for juried competitive exhibition at the national level.
- A major non-juried commission for a public or private building.
- An invitational exhibition at the national level.
- A one-person exhibition in a regional Canadian public gallery.
- Works in the collections of regional Canadian galleries and museums.
- Serving on panel or invited public lecture at a regional museum, cultural institution, or conference.
- Being a finalist in a competition for a major juried commission.
- Presenting a group or solo show at a respected commercial gallery or artist-run centre.

2) Criteria, in each area of effort, for Promotion to the rank of Professor:

i) Teaching:

In the area of teaching, faculty must be deemed to have a continued demonstration of very good teaching in a variety of areas and levels within the discipline, including graduate supervision if appropriate.

ii) Research/Scholarship:

For the sake of clarity, the criteria for each discipline will be stated separately. The following are examples of the type of contributions normally expected of a faculty member at the rank of **Professor**, or for promotion to that rank. Favourable evaluations of scholarly and/or professional activities must be received.

iii) Service

In the area of service, faculty must be deemed to have a continued demonstration of very good service in a variety of areas and levels of the University and greater community.

**C) EVIDENCE:**

**Art History:**

- publication of a single-author book.
- publication of a multi-author book.
- publication of an edited book.
- contribution of a major essay to an edited book or exhibition catalogue.
- an exhibition catalogue with a substantial written contribution by the faculty member.
- publication of an article in a major refereed journal (one that is widely accepted as being a leading publication in the discipline).
- a long and searching book review for a major periodical.
- receipt of a prestigious, juried award or grant at the national or international level.
- membership on the Executive Board of a major national or international scholarly/professional association.
- member of the editorial board of a major national or international scholarly journal with active and ongoing duties.
- curatorial responsibility for a significant exhibition at a major gallery.
- extensive professional activities such as editorial appointments, consultations, external thesis examination, executive function in professional organizations.
- an appropriate combination of some of the above activities

**Music:**

- publication of a single-author book.
- publication of a multi-author book.
- publication of an edited book.
- contribution of a major essay to an edited book or exhibition catalogue.
- an exhibition catalogue with a substantial written contribution by the faculty member.
- publication of an article in a major refereed journal (one that is widely accepted as being a leading publication in the discipline).
- a long and searching book review for a major periodical.

- receipt of a prestigious, juried award or grant at the national or international level.
- membership on the Executive Board of a major national or international scholarly/professional association.
- member of the editorial board of a major national or international scholarly journal with active and ongoing duties.
- substantial and major engagements of a professional nature with recognized performance or musical organizations.
- extensive professional activities such as editorial appointments, consultations, external thesis examination, executive function in professional organizations.
- a large-scale composition
- several recordings as conductor, soloist, or member of a small chamber group
- recitals or conducting engagements in internationally-known or major venues.
- radio broadcasts as conductor, soloist, or member of a small ensemble
- other performance activities, such as being an invited performer or being featured in a small or local venue, normally off-campus.
- an appropriate combination of some of the above activities

### **Studio Art:**

- receipt of a major award or grant at the national or international level.
- a one-person exhibition at a major international public gallery.
- representing Canada in a major international exhibition.
- a one-person exhibition at a major Canadian public gallery, with extensive catalogue
- being the subject of a major (critical) book.
- having works included Inclusion in an important international group exhibition originating outside Canada and reflecting movements, current trends, particular themes, etc.
- having a number of works in the public collection of major international public galleries and museums (*i.e.*, an artist would be generally collected at this level).
- acquisitions of works by major Canadian galleries and museums and international galleries other than those listed above.
- a one-person exhibition of recent work at a major commercial gallery.
- a one-person exhibition at a publicly funded major alternate or parallel gallery.
- serving as a juror for awards for national or international public funding agencies and foundations.
- serving as educational or cultural consultant for major institution or government agency.
- receiving a major juried commission for a public or private building.
- being accepted for a juried competitive exhibition at the international level.
- being accepted for an invitational exhibition at the international level.
- being accepted for an important Canadian group exhibition reflecting movements, current trends, particular themes, etc.
- serving on invited panels or lectures at a major museum or cultural institution, or conference.
- membership on the Executive Board of a major national or international professional association with active and ongoing duties.

### **3) Performance Criteria for each area of effort, for the Assessment of Performance for the period of review:**

It is the responsibility of the individual faculty member and the Director to ensure that the information presented to the committee is as complete as possible. Tenure and Promotion and PR information is to be reported on the official form used in the College of Arts, the “Annual/Biennial Report of Faculty Member,” which includes information that is required as part of a teaching dossier. The teaching dossier will include a teaching statement addressing teaching objectives and experiences. The Committee will consider any relevant material submitted when making recommendations for tenure and promotion, and PR. The faculty member is entitled to see and (if appropriate) respond to all information presented to the committee. The committee will place the greatest weight on activities of the evaluation period ending the August 31 prior to the meetings, but it will also give appropriate consideration to the career performance in its longer perspective.

The T&P and PR information is reported under the categories of General Information, Scholarly and Creative Activity, Service and Administration, and Teaching. The following explanations offers examples of the type of information to be included in each of these categories on the College of Arts Annual/Biennial Report form.

In addition to the Annual/Biennial Report, an updated *curriculum vitae* will include information relevant to the faculty member’s career. This information is submitted separately and is used by the School T&P/PR committee for its consideration of the career in its long term. A copy of the College of Arts official form for preparing the *curriculum vitae* can be found in the appendix to this document.

Specifically in relation to Performance Review, faculty are expected to sustain a pattern of scholarly research or studio art production appropriate to their academic rank, but are not expected to have publications and exhibitions in categories associated with this rank every year. Specific descriptions of expectations in each area (research, teaching, and service) are given below.

Recommendations for Performance Review descriptors are made on the basis of the quality of performance in each of three areas: teaching, research, and service.

#### **i) Teaching:**

The School seeks evidence of good teaching as seen in the conscientiousness and the effectiveness of a faculty member's teaching. Conscientiousness will be revealed through care in planning courses, preparing good course outlines, being available for student consultation, grading essays, assignments, and exams promptly and with suitable comments, fair dealing with complaints and problem cases, through teaching of an appropriate variety of courses, and willingness to carry a fair share of directed reading or other independent project courses. Effectiveness will be revealed through the faculty member's ability to maintain the interest of students, to challenge them intellectually, and to develop their knowledge and



understanding of the course material. In assessing these two qualities (which are considered to be of equal importance), the School will consider the extent to which the faculty member's teaching reflects the university's Learning Objectives. It is also recognized that different levels and sizes of classes require different types of teaching, and the School will evaluate the ways in which a faculty member adapts his or her teaching to these circumstances and the extent to which learner-centred approaches have been incorporated.

Information with regard to teaching that is to be provided on the Annual/Biennial Report form by each faculty member is divided into a required section and an optional section. The required portion taken as a whole constitutes the teaching dossier. The dossier includes a teaching statement in which the faculty member provides a contextual commentary on teaching experiences and objectives. The teaching statement permits faculty to provide a context for student evaluations.

**The following are examples of material which is required within the teaching dossier:**

- A teaching statement, which will be revised at least every two years.
- Assigned courses taught by semester (at Guelph or elsewhere e.g., Guelph/Humber or distance education courses), with enrolments, and an indication of whether a T.A. was used, field trips were taken.
- Development of a new course (i.e., a course new to the departmental curriculum).
- Copies of course outlines, essay topic assignments, examinations, and other course materials distributed to students, for courses taught.
- a list of Directed Readings, Individual Study, or other independent projects supervised, as well as Honours Theses, with title of the project and name of student(s).
- Teaching evaluation data accumulated using approved departmental evaluation forms from at least three courses each year and representing all levels taught during each year.
- Written reports on teaching performance when the faculty member gives permission.
- Graduate supervision: name student, degree, role (i.e. primary supervisor, or second or third reader), and whether the student has completed.
- Assessment of graduate student field requirements fulfillment.
- Oral qualifying examination committee membership, if not on advisory committee.
- Oral thesis examining committee membership, if not on advisory committee.
- External examiner: degree and university.
- Team teaching, including interdisciplinary teaching (in programs within the College or the University), conducting or coaching of ensembles, etc. with statement of degree of involvement.
- Participation in teaching workshops.
- Participation in workshops and seminars for the improvement of teaching.
- Organization of academic events for undergraduates, or of graduate student conferences.
- Advising graduate students on job search; graduate student placement activity.

**Other optional material may be included at the faculty member's discretion, such as:**

- Unsolicited but signed letters or petitions from students regarding teaching performance.
- Unsigned written student comments which the faculty member has specifically chosen to submit to his/her Chair and/or his/her tenure and promotion file.
- Unsigned student comments arising from course evaluations
- Examples of student work.

ii) Research/Scholarship

The School regards scholarly, critical, creative, and editorial work as being equally significant, and includes music performance activities and art production in this category. While quantity of research activity is important, quality is regarded as more important. The committee will carefully consider all evidence, including publication and external measures of achievement, in order to make qualitative judgements. In making such judgements, the criteria will be the critical depth, comprehensiveness, and originality of the work, as well as the extent of its recognition. The School recognizes that many valuable research projects require long periods of time for completion. The committee will also assess work-in-progress, statements of plans for research projects, and other unpublished materials supplied by the faculty member.

Within Section II of the College of Arts Annual/Biennial Report form, faculty should indicate both scholarly and creative activities as evidence of their contribution to the area of Research. There is a wide range of activities that are deemed to fall within the area of “research” for faculty in the School of Fine Art and Music, and **it is understood that faculty in each of the three disciplines (Art History, Music, and Studio Art) will have different combinations of scholarly and creative activities.**

The following items represent contributions that are deemed to be major contributions in the area of research, scholarly, and creative activities:

**Art History**

- articles published, with full citation for each. If the article is a book review, critical notice, discussion note, reprint of an article already published or publication of a paper presented at a scholarly conference, etc., this should be specified.
- books published, with full citation
- book-length manuscripts accepted for publication or approved for subvention. If readers’ reports are available these should be submitted. The scope of the work should be specified.

Other contributions that should be reported include such items as:

- contracts signed for books
- statement by a faculty member on the progress of a book-length manuscript
- articles accepted for publication
- papers read at scholarly conferences (or to scholarly groups), but not published
- invited lectures/visits (to other universities, museums, galleries, etc.)
- serving as editor or as a member of an editorial board of a scholarly journal

- refereeing for publishers, conferences, SSHRC, etc.
- copies of reviews of books
- copies of written assessments of published scholarly work by experts in the field
- a list of grants, scholarships or other awards to assist in scholarly projects
- serving as juror for art exhibition
- commissions received for art works
- being designated as a finalist for a major commission
- having art works purchased by collections of note
- service as a referee on art purchase committee, board or jury
- honours bestowed in recognition of scholarly or artistic excellence
- service as juror for awards for public funding agencies and foundations
- appointment as professional educational or cultural consultant
- concrete evidence of ongoing scholarly activity.

### **Music**

The committee regards scholarly and creative activities as equally important, within the guidelines set out below, and its principal concern in evaluating scholarly and creative activities is with quality, not simply quantity. Peer review or appraisal is considered to be a valuable and important part of one's growth as a scholar, performer, conductor, or composer, and the following guidelines support and encourage several different types of peer review. It is understood that performing for an audience including one's peers, or auditioning for or being invited by one's peers to perform may be analogous with written peer appraisal. The following examples are not exhaustive; they are intended to be used merely as a guide for equating scholarly and creative activities. A faculty member's contribution may lie in both of these areas or wholly in one area (in the latter case, it is desirable for the contribution to be related to one's principal area of teaching).

Examples of contributions in the area of research, scholarly, and creative activities are similar to those specified for Art History and Studio Art and may also include, for example, such major contributions as:

- a scholarly or critical book
- a major reference work or scholarly edition
- a large-scale composition
- several recordings as conductor, soloist, or member of a small chamber group
- recitals or conducting engagements in internationally-known or major venues.

Other significant contributions that should be reported include:

- radio broadcasts as conductor, soloist, or member of a small ensemble
- service as editor of a refereed journal
- published reviews, dictionary articles, or refereed CD notes
- other performance activities, such as being an invited performer or being featured in a small or local venue, normally off-campus.

N.B. Performance activities that arise from one's position as director of a student ensemble are considered to be a normal part of one's teaching responsibilities. These, along with extra performances or

other performance-related duties with a student ensemble, should be listed in Section A (Teaching). Performances that have a service component may be listed in Section C on the faculty member's annual/biennial report form. Each performance is to be listed only once.

### **Studio Art**

- solo art exhibitions or presentations and any public critique of same
- participation in group exhibitions together with a statement of the extent of participation and any relevant public critique of same
- papers read at scholarly conferences (or to scholarly groups), but not published
- invited lectures/visits (to other universities, museums, galleries, etc.)
- serving as editor or as a member of an editorial board of a scholarly journal
- refereeing for publishers, conferences, SSHRC, etc.
- copies of reviews of books
- copies of written assessments of published scholarly work by experts in the field
- a list of grants, scholarships or other awards to assist in scholarly projects
- serving as juror for art exhibition
- commissions received for art works
- being designated as a finalist for a major commission
- having art works purchased by collections of note
- service as a referee on art purchase committee, board or jury
- honours bestowed in recognition of scholarly or artistic excellence
- service as juror for awards for public funding agencies and foundations
- appointment as professional educational or cultural consultant
- concrete evidence of ongoing scholarly activity.

### iii) Service

In the various areas of service, the committee will assess (a) the willingness to undertake such duties, especially those involving service to the School and to the university, (b) the amount, and (c) the importance of the work involved, and (d) the effectiveness with which the faculty member contributed the service, which includes showing qualities of leadership and initiative.

In the area of service, faculty should report items in the categories of Service to the University and Service to the School, to the College, and to the Community.

### **Service to the University, College and School, faculty may include such items as:**

- Departmental committees and administrative duties.
- College committees and administrative duties.
- University committees and administrative duties.
- University representative on outside bodies.
- Letters from knowledgeable persons regarding the faculty member's contribution.

- High school liaison activities.
- Lectures given in credit, non-SOFAM courses.
- Lectures and talks given to university groups.
- Written submissions to administrative officers and administrative bodies on matters of university policies.
- Contributions of an informal nature to the life of the department.
- Organizing or chairing scholarly conferences and seminars.
- Service to Faculty Association.
- Directing semester abroad programs.
- Recruitment of graduate students at other universities.

**In the area of Service to the community, faculty may include such items as:**

- Planning or participating in continuing education non-credit courses or other outreach programmes.
- Service on behalf of scholarly associations (e.g. executive membership, planning conferences, etc.).
- Serving as a professional, educational, artistic or musical consultant or adjudicator
- Adjudication committees for scholarships, fellowships etc.
- Service to off-campus organizations (e.g. arts organizations)
- Talks given to non-scholarly groups, e.g. high schools, senior citizen groups.
- Consulting work for any off-campus organization.
- Published letters to the editor on matters of public interest.
- Holding elected public office.
- Performances, broadcasts, and interviews that contribute to the cultural life of the community or to society
- Honours bestowed in recognition of public service.

Evidence of effective service may also be provided by the faculty member (such as letters from knowledgeable persons regarding the faculty member's contribution).

GUIDELINES FOR OVERALL PERFORMANCE RATER – BASED ON ASSESSMENT OF EACH AREA OF EFFORT

Please note, in addressing the overall performance rating of a faculty member the following will provide a general guideline. The Committee will use its discretion in arriving at an overall performance rater reflecting the faculty member’s agreed upon Distribution of Effort during the evaluation period, and circumstances which are not explicitly covered by the general guideline.

Unsatisfactory	Improvement Required/Developmental	Good	Very Good	Outstanding
Performance is unsatisfactory. Performance is unsatisfactory in at least two of the areas of teaching, research or service/administration	Performance requires improvement and/or development. Performance is required improvement in two of the areas of teaching, research or service/administration and poor in the other area of responsibility	Performance is Good. Performance is at least good in two of the areas of teaching, research or service/administration and at least Improvement required in the other area of responsibility	Performance is Very Good. Performance is very good in two of the areas of teaching, research or service/administration and at least Good in the other area of responsibility	Performance is Outstanding. Performance is outstanding in two of the areas of teaching, research or service/administration, and with international recognition, and at least Very Good in the other area of responsibility.