

School of Art and Design Promotion and Tenure Guidelines

Approved by SOAAD permanent faculty 3/2/20

School of Art and Design (SOAAD) criteria for promotion, and tenure, in conjunction with the standards described in the university's Faculty Handbook.

MISSION

The mission of the Kennesaw State University School of Art and Design is to lead in the education of art students and to promote the visual arts as an essential expression of the human condition. The School cultivates artistic and intellectual growth by developing creativity, innovation, critical thinking, and technical proficiency. All programs uphold and exceed national standards in studio art, art history, art criticism, aesthetics, and art education. A commitment to excellence in teaching, research, creative activity, service, and scholarship provides students with the tools to be informed citizens in a global society and to succeed professionally. The School continually seeks to expand its engagement with and prominence in the local community, the state, the nation, and the world.

INTRODUCTION

This document establishes the criteria used for SOAAD tenure-track or tenured faculty members applying for promotion, or tenure. It also guides the School's Promotion and Tenure Committee and School Director in acting on reappointment, promotion, or tenure. In accordance with the University's Faculty Handbook the School of Art and Design bases the evaluation of its faculty's work and contributions and its consequent recommendation for tenure and/or promotion on three key performance areas: Teaching; Scholarship and Creative Activity; and Professional Service. Significant scholarly activity is expected in all three areas. Scholarly activity applies to all faculty work if it is "deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought."

While the ideal outcome is for faculty performance to be exceptional in all three areas, as outlined in the Faculty Handbook the School of Art and Design expects faculty scholarly work to be "noteworthy" in Teaching as well as in at least one of the other two areas. The quality and significance of work in the third area may be either "satisfactory" or "noteworthy." Thus, if an assistant professor is no more than proficient as a scholar or creative artist, he or she must be truly superior as a teacher and in professional service activities in order to receive promotion to associate professor and tenure. However, a faculty member who fails to make at least satisfactory contributions in Scholarship and Creative Activity prior to tenure will not receive promotion to associate professor and tenure, whatever his or her teaching record. Similarly, an excellent scholar or artist who fails to teach effectively will not receive promotion

or tenure. The scholarly work area that makes up the smallest percentage of the workload in Faculty Performance Agreements would typically be the area where one might expect to see “satisfactory” performance. Because of the nature of academic work, overlap between these three areas is both common and expected.

As described in the Faculty Handbook section 3.4 – Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments, “quality and significance” are the primary criteria in evaluating faculty scholarly activity. The KSU School of Art and Design will carefully follow and adhere to the Faculty Handbook in all matters related to tenure and promotion. The determination of quality and significance is further informed by national disciplinary standards and expectations as outlined by the College Art Association (<https://www.collegeart.org/standards-and-guidelines/guidelines/art-and-design-tenure>), and the National Association of Schools of Art and Design NASAD Handbook /Standards for Accreditation/Purposes and Operations/section II.E Faculty and Staff. Consistently high quality in past scholarly work, and the promise of future noteworthy and exemplary scholarly work are more important than the specific quantity. Thus, sustainability and consistency are essential components in evaluating the quality and significance of faculty achievements.

The guidelines put forth in this document are not to be considered a complete, detailed, and exhaustive set of criteria. The ever-changing nature of the creative disciplines demands that these criteria remain reasonably flexible and open to new kinds of contributions and activities that the School cannot anticipate. All work and activities shall be measured in accordance to their overall quality and significance.

TEACHING

Teaching is central to the School’s and university’s missions and thus plays a prominent role in tenure and promotion decisions. Teaching refers to the best pedagogical practices and responsibilities required to be an effective educator and mentor. Excellence in teaching is reflected in the faculty member’s currency in the discipline and commitment to innovative pedagogical development. Additionally, being involved in the enhancement and development of departmental curricula and supervising student research initiatives and capstone projects are significant. The recognition of teaching through awards, honors, grants or fellowships will be considered evidence of excellence in teaching.

To be considered for tenure and/or promotion, a faculty member must demonstrate effectiveness in the classroom. The School of Art and Design expects its faculty to be actively engaged in the classroom and to provide quality instruction.

Ideally, a faculty member should be highly successful in the full range of teaching levels: introductory courses offered primarily for non-majors (usually these are General Education classes), introductory and advanced undergraduate courses for the School’s majors and related majors, as well as graduate courses (if applicable). However, individual faculty members usually have particular strengths in teaching different levels of students or types of courses, and

departmental needs often dictate specialization. Nonetheless, there is an expectation that a faculty member should demonstrate effectiveness in teaching both undergraduate and, when applicable, graduate courses. All faculty members are expected to be flexible in accepting teaching assignments in response to department needs (subject to a reasonable number of separate preparations), even if their research becomes specialized in other directions.

Classroom teaching is only one part of a faculty member's teaching duties. Contact with students outside the classroom setting may also be a factor in evaluating teaching. Organizing student seminars, colloquia, conferences, supervising theses and independent studies, and the advisement of students are important types of teaching. Frequent and active presence on campus is crucial to all of these endeavors.

Evidence of effective teaching that may strengthen the candidate's case may include:

- Student Ratings of Teachers
- Course syllabi and written assignments demonstrating up-to-date course content and innovative pedagogical approaches
- Examples of successful student work
- New course development and curricular innovation
- Internship and co-op supervision
- Supervision of independent studies and theses
- Innovative use of classroom formats or technologies
- Positive comments by students, teaching assistants, and colleagues with firsthand classroom experience of the faculty member
- Awards for teaching excellence
- Formal peer evaluations of teaching
- Experience as a guest instructor or lecturer in others' classes
- Evidence of collaboration and collegiality with other instructors in the discipline
- Interdisciplinary collaboration in teaching across KSU or with other universities
- Mentorship of other part-time, temporary, and tenure-track instructional faculty
- Mentorship of students who apply for prestigious merit awards
- Efforts to promote student research and recognition of student work outside the university
- Effective student advisement
- Workshops or Master Classes
- Support and supervision of student research and capstone projects
- Guest teaching, seminars, invited lectures outside the university

Evidence from Student Ratings of Teachers (SRTs), provides an important gauge of teaching performance. The department reviews these quantitative measures judiciously. Recognizing that many junior faculty members are undertaking full classroom responsibilities for the first time when they join the faculty (and even experienced professors may find the KSU student body to be different from students elsewhere), the department looks not only at the statistical means of the SRTs but also at the full distribution of the responses to particular questions and whether there is a trend of improvement after a faculty member's arrival at KSU. Students' written comments will provide crucial context for the quantitative measures. Other

contexts—such as the challenges faced by faculty teaching large sections or general education courses, courses that represent new preparations, or certain difficult or required courses—are taken into account in evaluating the SRTs. The department also considers the organization, clarity, and thoughtfulness of the syllabi, the level of engagement that takes place in the classroom, and other factors that enhance active learning.

Faculty in the School of Art and Design are designated as Design/Studio and Academic. For tenure and promotion to Associate Professor:

For tenure/promotion to Associate Professor Academic Faculty should provide evidence of effective teaching, currency in the discipline and commitment to pedagogical development. Demonstrated leadership in student mentoring.

For promotion to Professor Academic Faculty should provide evidence of effective teaching, currency in the discipline and commitment to pedagogical development. Demonstrated leadership in student mentoring. Active role in developing/enhancing discipline-specific programming.

For tenure/promotion to Associate Professor, Design Faculty should provide evidence of effective teaching, currency in the discipline and commitment to pedagogical development. Demonstrated leadership in student mentoring. Role in developing/enhancing discipline specific programming.

For promotion to Professor Design Faculty should provide evidence of effective teaching, currency in the discipline and commitment to pedagogical development. Demonstrated leadership in student mentoring. Sustain high level of proficiency in teaching recognized by colleagues and the quality of student work.

SCHOLARSHIP AND CREATIVE ACTIVITY

The School of Art and Design recognizes that the nature of work in the discipline makes it difficult to quantify appropriate levels of activity, therefore scholarship and creative activity can be assigned to three categories based on the examples of evidence listed below:

1. Exhibitions, Creative Research, Commissions
2. Scholarly Publications and/or Grants
3. Scholarly Presence and Creative Practice

Faculty in the School of Art and Design are designated as Design/Studio and Academic. For tenure and promotion to Associate Professor:

Academic faculty should provide evidence of ongoing scholarship and academic growth including at least 3 activities from Category 2 which have regional or greater presence (at least one which must be national in presence). Evidence of ongoing achievements in Category 3.

Design/Studio faculty should provide evidence of ongoing professional growth, including at least 4 activities from Category 1 which have regional or greater presence (at least one must be national in presence). Evidence of ongoing achievements in Category 3.

For Promotion to Professor:

Academic faculty should provide evidence of ongoing scholarship and academic growth including at least 4 activities from Category 2 which have regional or greater presence (at least one which must be national in presence). Evidence of ongoing achievements in Category 3.

Design/Studio faculty should provide evidence of ongoing professional growth, including at least 5 activities from Category 1 which have regional or greater presence (at least one must be national in presence). Evidence of ongoing achievements in Category 3.

Evidence of scholarship, research, and creative activity in the School of Art and Design may include the following, with each assigned a number according to its category:

- **Exhibition:**
 - Solo exhibitions (1)
 - Dual exhibitions (1)
 - Small or large group exhibitions (1)
 - Juried exhibitions (1)
 - Awards won in exhibitions (1)
 - Curation of exhibitions (2)
 - Service as juror or judge for exhibitions (3)
 - Professional production and public presentation of time-based creative work (e.g., animation; sound artworks; software-based art; video art) (1)
 - Critical reviews of exhibitions or creative work in respected publications (1)
- **Presentation:**
 - Invited lectures and artist talks (3)
 - Conference presentations in a variety of formats (3)
 - Panel or conference organization (3)
- **Publications (in print or digital formats)**
 - Authored books (2)
 - Edited books (2)
 - Book chapters (2)

- Journal articles (2)
- Catalog entries and essays (2)
- Exhibition reviews/art criticism (2)
- Book reviews (2)
- Creative work in published form (e.g., graphic novels or creative writing) (2)
- Scholarly encyclopedia or dictionary entries (2)
- Grants:
 - Complete, submitted, successful proposals for grants internal to the university (2)
 - Complete, submitted, successful proposals for external grants or research funding (2)
- Professional commissions:
 - Commissions for public works (1)
 - Commissions for private works (1)
 - Purchase of existing work (1)
 - Short- or long-term, client-based design projects (website design, branding, advertising, etc.) (1)
- Consulting:
 - Client-based professional consultancies (3)

The creation of original works in art and design, and the investigative study of art's practice, history, theory, criticism, and pedagogy constitute this area of faculty work. The study and creation of art are intellectual, scholarly activities. At Kennesaw State University, research and creative activity is a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. Whatever the degree of specialization or the discipline involved, all faculty work in research and creative activity should utilize the processes of discovery, analysis, synthesis, application, and evaluation that are common to all intellectually-based activities. Scholarship may also be produced in the areas of Teaching and Service, and should similarly meet the criteria outlined above.

The tangible products of research and creative activity become scholarship when they are formally presented to and evaluated by peers and the public. In the School of Art and Design, **publication**, **presentation**, and **exhibition** are the most common (but not the only) forms of scholarship. As many of the disciplines represented in the School often utilize collaboration, in such cases candidates must clearly articulate the precise nature of their contributions to the collaborative work. In order to achieve promotion or tenure, the candidate should not only have produced a body of scholarship prior to the time of the review, but s/he should also show evidence of a clear and discernible trajectory of upcoming research and creative activity. A faculty member's recent scholarly trajectory can be the best indicator of future activity. To this end, the School seeks out external reviews of faculty scholarship and creative activity provided by artists, scholars and academic professionals whose work is most closely connected to the candidate's discipline.

Any combination of these forms of research and scholarship (and others not listed here) may be used to demonstrate the quality and significance of one's scholarly work. The diversity of possible scholarly research and creative activities places an expectation on the faculty member under review to articulate the quality and significance of the activities in which work has been presented. For research and scholarship to be considered noteworthy, the applicant for tenure or promotion to Associate Professor or higher must include evidence of regional, national, and/or international accomplishments, as appropriate for the desired rank/tenure. What is important is that the totality of the work is shown to be noteworthy or satisfactory by means of its inherent quality, its contribution to the field, and by its venue and/or audience. These factors engage with and are partially determined by the scope and impact of the work—local, regional, national, or international. A venue (exhibition site or journal, for example) may originate locally but still have a regional or national impact. The selectivity of the exhibition venue or publication should be described; any process of peer review should be discussed. The School of Art and Design does not have a preference for either print or digital publication formats; the scholarly reputation and reach of the specific venue are determining factors. Professional, published reviews of exhibitions and creative works and/or the reproduction of these works in scholarly venues may both serve as measures of quality and significance. Candidates for promotion and tenure must provide logical and clear rationales for the quality and significance of their work.

PROFESSIONAL SERVICE

The department values the participation of its faculty in service, both internal (to the academic program, to the department, the college, the university) and external (the local community, professional organizations, etc). Although the assigned service responsibilities will vary according to the faculty member's role at the university, it is expected that all faculty will be involved in service. For pre-tenure faculty, it is understood that their ability to contribute in a productive manner will begin primarily within the academic program and the department, in capacities such as participation on internal committees related to admissions, program development, and/or searches, and through advising, internship supervision, etc. However, as pre-tenure faculty become eligible for additional college and university committees, they should seek such engagements, and the department will encourage them to do so.

Scholarly work in service includes, but is not limited to:

- Program coordination
- Chairing, or participation in standing, ad-hoc, or elected committee on the university, college, department, or program level
- Chairing or serving on an accreditation or program review team for another institution
- Honors, fellowships, or awards in recognition of service activities
- Advising or presenting to student groups
- Organizing, and/or participation in departmental and university events
- Commencement attendance

- Student advisement at orientation and registration sessions
- Organizing and/or participation in recruitment activities
- Service to professional organizations
- Pro-bono professional services not considered under scholarship
- Service contributions to professional journals that are not reviewed under scholarship
- Participation on thesis or dissertation committees at other institutions
- Tenure and promotion evaluation for other institutions
- Service as referee for peer-reviewed publications
- Invited reviews of textbooks and consultations with publishers
- Invitational participation in professional focus groups

Activities that further the School's mission within the community may also be considered, such as:

- Presentations to school groups
- Collaboration with K – 12 teachers, guidance counselors and principals
- Service on boards of directors
- Discipline-related volunteer projects in the community
- Participation in government commissions and task forces

To assure strong and effective faculty governance, tenured members of the faculty have a special responsibility to contribute to the health of their department or school, college, and university. Effective participation in on-campus governance and administrative processes is required of all tenured and tenure-track faculty, including regular attendance at departmental and other required meetings. The significance of service may be evidenced by the faculty member's contributions beyond the KSU community. This may include but is not limited to:

- Evidence the faculty member contributes to the improvement of higher education
- Evidence that the faculty member contributes in some manner to the public good
- Evidence that the faculty member has served his or her profession through professional organizations

For tenure/promotion to Associate Professor, faculty are expected to provide service to the department, college and university by participating on committees and serving departmental needs.

For promotion to Professor, faculty are expected to have provided service to the department, college and university, with leadership on internal committees, as well as service on outside committees.

DETERMINATION OF QUALITY AND SIGNIFICANCE

All faculty must meet the basic expectations outlined in the Faculty Handbook, 2-4, "Performance and Assessment" and in 3-4, "Evaluation of the Quality and Significance of

Faculty Accomplishments.” Consistent inability to maintain these standards constitutes unsatisfactory performance. As described in the Faculty Handbook, 3-4, criteria for determining quality and significance of faculty scholarly work focus around:

- Clarity and relevance of goals
- Mastery of existing knowledge
- Effectiveness of communication
- Significance of results
- Consistently ethical behavior

Discussions and explanations of faculty accomplishments should be supported by rationales that demonstrate success in these areas.

In the School of Art and Design scholarly contributions are “satisfactory” when they meet the basic standards for scholarly work outlined in the Faculty Handbook. It must be documented as “deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought.” Crucially, work must show qualitative consistency over time and demonstrate promise for ongoing, future productivity.

Scholarly accomplishments are “noteworthy” when they are documented as having an impact that goes beyond the minimum expectations. Such work distinguishes itself by the way that it positively and broadly affects student education, a field of scholarship or creative activity, or the university and surrounding community. Measures for the value of the work derive from: its inherent quality in the context of the currently accepted standards in its field; the depth and resonance of its contribution to art and design disciplines; and the context or importance of its venue and/or audience. In evaluating scholarship, selectivity is an important component in determining quality and significance, and can be shown through a peer-review process, acceptance statistics, and other measures. Impact measures such as scholarly citations or references to/application of the research or creative activity by peer experts may provide additional evidence.

The products of creative research are highly varied. In SOAAD, faculty members are encouraged to explore pluralistic creative activities. The output and documentation of these activities must be considered relative to each faculty member’s specific area of expertise and research direction. Evidence of the quality and significance of research and/or creative scholarship is commensurate with rank sought, through documented progress toward, or establishment of, a national or international reputation based on research contributions in the faculty member’s field. It should indicate potential for sustained contribution to that field. The quality of research should be considered more important than quantity when evaluating the faculty member’s research contributions. The record should be evaluated in terms of overall performance, based on the factors listed above. For example, inclusion in a major international group exhibition could be seen as holding greater significance than several small, local solo exhibitions. Consistent and steady contributions on a number of committees could be seen as equal to leading the creation of one major, important service project. In the School of Art and

Design, faculty members are not limited to accomplishments in their specific disciplinary area, but are welcome to explore a variety of scholarly work.

PERFORMANCE EXPECTATIONS IN THE PROFESSORIAL RANKS

Specific annual expectations for individual faculty members are outlined in the annual Faculty Performance Agreements, which provide the context for the promotion and tenure assessment. The general volume of activity in each area is determined by the FPA, and thus may vary from one individual to another. However, expectations for quality and significance rise with each rank. Faculty members should already have a record of sustained accomplishment at the rank for which they are applying. Thus, an assistant professor should be regularly meeting the expectations for associate professors before applying for promotion and tenure. The same is true for associate professors applying for professor. Meeting minimum expectations is not a guarantee of tenure and/or promotion. Further clarification of expectations is delineated in the Faculty Handbook, section 3.5 – General Expectations for Tenure, Promotion, Post-Tenure Review and Faculty Performance for Tenure Track Faculty in Professorial Ranks.

Non-Tenure Track Ranks

University expectations for non-tenure-track faculty are found in the Faculty Handbook, 3.10-B.

- *Lecturer*: In accordance with their assigned workloads, the primary expectation for Lecturers is outstanding teaching. Scholarly work in teaching should be consistently “noteworthy.” Scholarly work in research and creative activity and service may also be considered, but cannot compensate for teaching that is less than “noteworthy.”
- *Senior Lecturer*: The rank of Senior Lecturer is achieved after Lecturers establish a consistent record of “noteworthy” teaching. Senior Lecturers demonstrate maturity and confidence in their instruction through solid organizational and pedagogical skills. A commitment to assessment of student outcomes and thoughtful, systematic revision of instruction is expected.

Tenure-Track Ranks

General expectations for the professorial ranks are found in the Faculty Handbook, 3.5-D.

“Noteworthy” accomplishments in teaching are expected at every level.

- *Assistant Professor*: A beginning Assistant Professor is starting to establish a record as an exceptional teacher, artist/scholar, and academic citizen. Scholarship and professional recognition may initially be focused on the local and regional level. Before the end of the term as Assistant Professor, the faculty member should be meeting the expectations of an Associate Professor in order to qualify for promotion and tenure.
- *Associate Professor*: The fundamental criterion for tenure and promotion to Associate Professor is significant scholarly achievement demonstrating continual growth toward a national reputation; scholarship and professional recognition should be focused on the

regional and national level. “Leadership and initiative” are expected. A clearly defined professional identity should be evident, both inside and outside the university.

- *Professor:* Activities of Professors should be “highly accomplished,” demonstrating maturity, confidence, and leadership in all areas. Scholarship should make “significant contributions to knowledge” and be recognized on a national and international level. A consistent and well-documented record of significant accomplishment is required. The faculty member’s expertise and experience should be broadly recognized both on and off campus.

TENURE

Tenure is described in the Faculty Handbook, 3.5-A. Only faculty who are consistently performing at the level of associate professor may be awarded tenure; thus, a failure to meet expectations of that rank is also a failure to achieve tenure. Similarly, initial appointments with tenure may only be made at the associate professor level and above. While the argument for tenure is necessarily a retrospective discussion, it must clearly express a rationale for why the faculty member “will continue to meet institutional needs and expectations in the future.”

- *Pre-Tenure Review:* All junior faculty members on the tenure track will undergo a Pre-Tenure Review in the third year of employment, unless they are undergoing early promotion and tenure review instead. Faculty members should consider this a “trial run” for eventual tenure application. All instructions in the Faculty Handbook must be followed carefully, and arguments should be formulated using the information in these Guidelines. Reviewers should offer a careful and lucid evaluation of the faculty member’s progress towards promotion and tenure, addressing strengths and weaknesses and offering suggestions for a successful application for tenure and promotion.
- *Tenure Review:*
The review for tenure occurs simultaneously with the review for promotion in the case of assistant professors. The promotion and tenure application should not only demonstrate that the applicant is consistently meeting the expectations for associate professors in art and design; but it should also indicate how this performance deserves tenure through the promise of future productivity. Faculty members hired at senior levels must make similar arguments. Reviewers will evaluate and summarize the ways in which the accomplishments and arguments presented demonstrate (or do not demonstrate) this promise of future productivity.
- *Post-Tenure Review*
As explained in the Faculty Handbook 3.5-C: “Post-tenure review is not a reconsideration of the faculty member’s tenure status.” Instead, it is an opportunity for a more in-depth and long-term review of how the faculty member is meeting the expectations of the current rank. The review typically takes place every five years after the awarding of tenure, unless service is interrupted with a significant administrative

appointment or a leave. The Faculty Handbook, 3.5-C and 3.12-B, provides detailed descriptions of the functions and process of the post-tenure review. These instructions should be followed carefully. The most important components are the annual review documents of the years since the last review (either for promotion or post-tenure), a complete and well-organized curriculum vitae, and the written statement. The review narrative should conform exactly to the requirements outlined in the Faculty Handbook, and should explain and contextualize the scholarly accomplishments relative to how they meet the expectations of the faculty member's rank. Quality and significance should be directly addressed, and rationales provided for either "noteworthy" or "satisfactory" performance. Additional supporting evidence may be provided as listed in the Faculty Handbook. In the School of Art and Design, these should include results of Student Ratings of Teachers from the review period as well as sample teaching materials, and sample evidence of scholarship such as a representative publication or images of art and design work.

PROCEDURAL INFORMATION

Faculty members undergoing review—as well as review committee members and the school director—should thoroughly familiarize themselves with the expectations and procedures outlined in the Faculty Handbook, 3.12. Applicants are expected to follow these written instructions closely. All participants in the process are expected to know and adhere to the timeline and process for evaluation as described in the documents on the Academic Affairs website. While the Promotion and Tenure Committee and the school director are required to make a recommendation to the administration regarding tenure and/or promotion, final decisions are the responsibility of the president.

Responsibilities of the candidate

It is incumbent upon the candidate for tenure and/or promotion to make a clear and cogent argument for how s/he meets the specific standards outlined in this document and in the Faculty Handbook. This is the function of the narrative that accompanies the application. The narrative should not simply re-list all the items on the CV again; it should interpret and explain them, focusing on the items that present the best case for the new professorial rank. Arguments should include rationales and evidence as to the "quality and significance" of the accomplishments and their merit relative to disciplinary standards and university and school expectations as outlined in this document and the Faculty Handbook. The evaluators' role is not to piece together the relationships between a candidate's accomplishments and the stated expectations; the application file must serve this function. Material not clearly relevant to the specifics of the argument should be omitted from the narrative. For example, a statement of teaching philosophy would be supplied in the supporting evidence, not in the candidate's narrative.

The Faculty Handbook, 3.12-B provides an exhaustive list of portfolio documents and supporting materials. Applicants should follow these instructions carefully, including all supporting materials that are relevant to their particular disciplines and scholarly activities. To the extent that is possible, each activity or accomplishment should have an accompanying piece of evidence that verifies the achievement. The lack of such a piece of evidence does not disqualify that achievement from consideration; but provably false claims can have severe repercussions. It is noted that in some areas of scholarship and creative activity, publications, solo exhibitions or other outcomes may appear only after lengthy or extensive effort and may appear in a wider range of venues, at the local, regional, national and/or international levels. For written scholarship, only one short writing sample need be presented in full in order to evaluate content and quality; other publications can be represented by title or contents pages. Evidence of work should be submitted through PDF's, url, links. For visual creative work, at minimum a set of ten to twenty quality images of completed work from the review period should be included. This evidence should be submitted through url, links. According to the Faculty Handbook, section 3.12, Once a portfolio is submitted, no material can be changed and no new material can be added. However, "updating" information (e.g., a paper going from submitted to accepted or a grant going from submitted to funded) may be included in a response letter and considered by subsequent levels of review. This is a simple "status" change of something already submitted; it is not considered a submission of new information. Applicants submitting incomplete or substandard application materials may be failed at any level of review, at the discretion of the reviewers.

External letters

Applications for promotion must be accompanied by letters from external reviewers of the applicant's scholarship. All instructions in the Faculty Handbook, 3.12-B must be followed carefully. In order to conform to the calendar of reviews, candidates for promotion in SoAaD must notify the Director of their intent to apply one year in advance of the promotion deadline (mid-August of each year). This will allow time for the Director and the applicants to research suitable outside reviewers during the fall semester. At the beginning of the spring semester (mid-January to February) the applicant will meet with the director to review the lists and determine acceptable names in accordance with the instructions in the Faculty Handbook. Names should be ranked so that the Director will have alternatives in case a reviewer declines. Within one month of the selection of external reviewers, applicants will provide the Director with a current CV and a packet of materials representative of the applicants' scholarship accomplishments. This may be identical to the supporting materials in the application portfolio, or it may be more extensive, with additional samples of written or creative scholarship. This packet will form the basis of external reviewers' evaluations. Letter writers will only be asked to comment on the quality and significance of the candidates' scholarship, and not on their teaching and service.