FUNCTIONS & CRITERIA

for Faculty Evaluation, Promotion, and Tenure
Department of Art at New Mexico State University

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I. DEPARTMENTAL MISSION STATEMENT

The mission of the Department of Art, within the realm of the land-grant mission of the university, is to serve a diverse population through dynamic and rigorous studio, design, art history and museum conservation programs. Students are given the opportunity to develop and foster their artistic, academic and professional growth through the engagement of varied materials, techniques, processes and critical strategies. We utilize our unique geographic location by serving and reflecting heterogeneous border communities, and we encourage learning that combines innovative and hybrid techniques, critical and cultural theory, contemporary exhibitions, and art historical inquiry. By supporting interdisciplinary and intermedia practice in our classes, we hope to produce students who are comfortable working and thinking in a hybrid mode across multiple sites.

The Department of Art fulfills its mission through four primary areas of faculty responsibilities that are multifaceted and interconnected: teaching and advising, scholarship and creative activity, service, and outreach. Taken together, these responsibilities define the professional work of faculty members and contribute to the intellectual and cultural life of the University and broader community.

Teaching and advising are central to the department's mission. Faculty are expected to provide high-quality instruction across studio, lecture, and seminar formats, fostering technical skills, critical thinking, and creative inquiry. Courses are designed to engage both majors and non-majors, to reflect current disciplinary practices, and to prepare students for professional and academic pursuits. Faculty are also expected to contribute to advising, curriculum development, and student mentorship at both the undergraduate and graduate levels.

Scholarship and creative activity are considered coequal with teaching. Faculty who have an allocation of effort to scholarship and creative activity are expected to maintain an active program of research that contributes to contemporary discourse in the visual arts. This work may take the form of exhibitions, publications, performances, curatorial projects, academic papers, or other forms of publicly disseminated creative and scholarly production. The department recognizes multiple forms of scholarship, including the scholarship of discovery, integration, teaching, and engagement, all of which contribute to the generation, interpretation, and application of knowledge.

Service is essential to the effective functioning of the department, the college, the university, and the profession. Faculty are expected to contribute through committee work, program development, and participation in shared governance, as well as through professional service to the field.

Outreach reflects the department's commitment to engaging communities beyond the university. Faculty are encouraged to share their expertise through public programming, exhibitions, collaborations, and other activities that enhance cultural life and demonstrate the relevance of the visual arts to broader audiences.

Promotion and tenure decisions are the means by which the university recognizes and retains its most accomplished faculty, sustains excellence in its instructional programs, and advances knowledge in the visual arts. The processes governing these decisions are intended to be fair, transparent, and participatory. This document establishes the criteria used to evaluate faculty in the Department of Art for annual review, promotion, and tenure. It refines the expectations set forth in the policies of the College of Arts and Sciences and New Mexico State University and reflects disciplinary standards in art, design, and art history, including those articulated by relevant professional organizations. In all cases, university policy supersedes college and departmental guidelines.

II. DEPARTMENTAL FUNCTIONS

Faculty in the Department of Art contribute to the mission of the program through teaching, creative activity/scholarship, and service/outreach. Tenured and tenure-track faculty are expected to maintain an active record of creative work and/or scholarly research alongside their teaching and service responsibilities. College-track faculty are primarily responsible for teaching and service, with limited or no expectations for sustained creative or scholarly production.

A. Teaching and Advising Functions

Faculty responsibilities in the Department of Art are distributed across teaching and advising, scholarship and creative activity, and service and outreach, unless otherwise specified through formal agreement. The department also values collegiality as an essential component of academic life. It is not defined by conformity of opinion or personal disposition, but by a faculty member's ability to contribute positively to the collective work of the institution.

The relative distribution of effort among teaching, scholarship, service, and outreach may vary depending on individual assignments, approved releases, or special responsibilities, and may be adjusted with approval from the Department Head.

B. Scholarship and Creative Work Functions

The Department of Art regards scholarship and creative activity as central to its mission and co-equal with teaching. Across studio art, art history, and museum conservation, the department recognizes four interrelated forms of scholarship: the scholarship of discovery; the scholarship of integration; the scholarship of application (engagement); and the scholarship of teaching. External grants, commissions, residencies, and funded creative research projects are recognized as significant indicators of scholarly activity and impact, particularly where they support the development, production, or dissemination of creative or scholarly work.

The quality and impact of scholarly and creative work will be evaluated in relation to disciplinary standards, including peer review, curatorial selection, funding competitiveness, audience reach, and contribution to contemporary discourse. The department does not apply a fixed hierarchy of venues or formats; rather, the significance of scholarly and creative work is evaluated contextually within the standards of the discipline.

i. Scholarship of Discovery

Faculty engage in the production of new knowledge, creative work, and disciplinary insight. In studio art, this can include the creation and exhibition of original artworks, the development of new materials, processes, and conceptual approaches, and participation in exhibitions, screenings, and performances among other activities. Exhibitions of original creative work – whether juried, curated, invitational, or commissioned – are primary forms of scholarly output for studio faculty.

In art history, this may include original research that advances understanding of visual culture through archival work, the creation of original exhibitions, critical analysis, and publication. In museum conservation, this may include work that advances understanding of visual culture through technical study, materials research, the development of exhibitions and/or new conservation methodologies and treatments. Across all areas, dissemination occurs through exhibitions, publications, conference presentations, and other peer-reviewed or juried venues, and may involve collaboration with undergraduate and graduate students.

ii. Scholarship of Integration

This form of scholarship situates creative and scholarly work within broader intellectual, cultural, and interdisciplinary contexts. Faculty may draw on methods and theories from other fields in the humanities, sciences, engineering and/or social sciences to produce work that connects disciplines and reaches diverse audiences. This includes cross-disciplinary collaborations and the synthesis of knowledge across fields, topics, and time which may include but are not limited to jointly authored exhibition catalogues or articles, co- curated exhibitions, and new methodologies for interpreting or preserving artworks developed between scholars of differing disciplines.

iii. Scholarship of Application (Engagement)

This category emphasizes the public relevance of artistic and scholarly work. Faculty contribute to public discourse and community engagement through exhibitions, curatorial projects, conservation initiatives, public lectures, community-based art projects, and collaborations with cultural institutions. This work makes the visual arts accessible and meaningful to broader audiences and demonstrates the value of the discipline beyond the academy.

Engaged scholarship is evaluated based on rigor, scope, funding, and documented impact, and may constitute a significant scholarly contribution. Externally funded projects, public art commissions, and collaborative initiatives that apply disciplinary expertise to broader communities are recognized as important forms of scholarly activity.

iv. Scholarship of Teaching

This form of scholarship focuses on advancing pedagogical practices in the visual arts. Faculty may develop innovative teaching methods, studio and laboratory practices, digital tools, and curricular models. It may include research on art pedagogy, assessment strategies, and student

learning in studio, art history, and museum conservation contexts, with dissemination through peer-reviewed publications, presentations, or workshops.

C. Service Functions

All faculty in the Department of Art are expected to contribute service to the department, the College of Arts & Sciences, the University, and to the broader community and profession throughout their employment at NMSU. Faculty are generally encouraged to pursue forms of service that align with their expertise and interests; however, all faculty are expected to provide consistent service to the department each year unless one has an approved leave that does not include service obligations. Faculty are encouraged to develop a sustained and meaningful pattern of service that aligns individual strengths with departmental and institutional goals.

D. Outreach Functions

Faculty members in the Department of Art are encouraged to engage in outreach activities that extend their professional expertise beyond the university and bring the resources of this land-grant institution to bear on issues of cultural, social, and educational importance. Outreach reflects the department's commitment to public engagement and to fostering connections between the university and diverse communities at the local, regional, national, and international levels.

E. Collegiality

Collegiality is understood as a professional commitment to the shared mission of the department, demonstrated through integrity, responsible participation in academic and administrative processes, and constructive engagement with colleagues and students.

Faculty members are expected to demonstrate mutual respect for colleagues and for the distinct values and practices of each discipline. Faculty members are also expected to perform their job responsibilities fully, with care and attention to detail. All members of the faculty are expected to contribute equitably to service responsibilities and uphold shared commitments to the department's programs, students, faculty, and staff. And, faculty members are expected to maintain a professional approach to resolving conflicts, showing a clear willingness to engage in constructive dialogue.

Academic collegiality shall not be related to conformance with views and opinions of colleagues and administrators, nor to personal issues related to sociability or likability. Rather, it is related to the ability of faculty members to extend their professional effort to support the common mission of the department, college and institution.

III. CRITERIA FOR ANNUAL EVALUATION, PROMOTION, AND TENURE

A. Criteria for Annual Evaluation of Teaching and Advising

A major component of a faculty member's annual review in the Department of Art is their effectiveness as a teacher and advisor within and beyond the classroom. The department recognizes that teaching and advising cannot be evaluated with complete objectivity; however, excellence is defined by the degree to which educational and advising outcomes are achieved, as well as by clear evidence of growth, innovation, and engagement. An effective teacher is well informed, well organized, empathetic, enthusiastic, intellectually rigorous, accessible, and responsive to students.

Teaching in Art includes instruction across studio, lecture, and seminar formats and requires the ability to develop innovative and engaging assignments that foster critical thinking, creative inquiry, and technical proficiency. Faculty are expected to remain current in their field and to integrate historical and contemporary practices, as well as diverse cultural perspectives, into their teaching. The ability to adapt courses to evolving disciplinary standards, student needs, and emerging methodologies is considered essential. Teaching also includes the supervision of undergraduate and graduate students through independent studies, internships, theses, and service on MA and MFA committees.

Advising is an integral component of teaching and includes mentoring students in academic planning, progress through degree programs, and professional and career development. Faculty are expected to support students in navigating curricular requirements while also fostering their growth as artists, scholars, and professionals. Activities such as mentoring, participation in departmental advising, and writing letters of recommendation are important indicators of effectiveness in this area.

Student evaluations of courses and instruction serve as a primary source of evidence in assessing teaching effectiveness, and faculty are responsible for ensuring that these evaluations are completed for all courses. Additional evidence includes **reflective self-evaluations** that demonstrate ongoing development in teaching. Such materials may document the creation of new courses or the revision of existing ones, the incorporation of new pedagogical strategies or technologies, participation in teaching initiatives such as the Teaching Academy, the development of interdisciplinary or collaborative courses, and contributions to curriculum development. Evidence may also include examples of student work, student achievements, teaching awards, and other materials that demonstrate the impact of instruction.

Peer evaluations, including classroom observations and reviews of course materials, may provide further evidence of teaching effectiveness. These evaluations may be conducted by faculty within or outside the department, or through university-sponsored programs, and should clearly indicate the methods by which they were obtained. For tenure-track faculty, classroom observations are an expected component of the evaluation process.

Direct evidence of student learning is also a valid form of teaching evaluation and may include demonstrable proficiency at a skill evinced by context and assessment, including but not limited to: initial visual studies compared with the final outcome of an assignment or first draft of a research paper compared against the final version, as well as surveys, quizzes or studio assignments given at the beginning and end of a semester.

Faculty are required to submit evidence of teaching effectiveness as part of the Annual Performance Report. Tenure-track assistant professors and all college-track faculty must provide at least three forms of evidence, including student evaluations, reflective self-evaluations and peer evaluations, while tenured faculty must provide at least two, one of which must be student evaluations. Together, these materials should demonstrate a sustained commitment to teaching excellence, responsiveness to students, and ongoing professional development in pedagogy.

Because instruction in studio art and museum conservation often involves intensive, practice-based learning environments comparable to laboratory settings, teaching loads may reflect variations in contact hours as defined by university policy. In such cases, evaluation of teaching will take into account the scope and intensity of instructional responsibilities.

B. Criteria for Annual Evaluation of Scholarship and Creative Work

Scholarly and creative activity will be evaluated on the basis of quality, impact, and contribution to the discipline, rather than solely by quantity or venue type. Significant weight is given to work that demonstrates broad visibility and impact, including national and international venues, while recognizing that scholarly significance may also be achieved through regional, community-based, or site-specific work of high rigor and impact. Evaluation will be grounded in disciplinary standards appropriate to the candidate's area of specialization (art history, studio art, or museum conservation).

Evidence of quality and impact may include, but is not limited to:

- Peer review, juried selection, or competitive acceptance
- Curatorial selection or institutional recognition
- External funding, grants, or commissioned work
- Publication or dissemination through recognized venues
- Audience reach and public engagement
- Critical reception, reviews, or citations
- Contribution to contemporary discourse or advancement of the field

No single metric or category will be used as the sole determinant of scholarly significance. The department does not apply a fixed hierarchy of venues or formats; rather, the significance of scholarly and creative work is evaluated contextually within the norms of the discipline. Work should be evaluated in relation to its intent, context, and audience, recognizing that different forms of scholarly and creative activity operate within distinct professional frameworks.

For art historians and museum conservation faculty, publications, research projects, and professional practice will be evaluated according to disciplinary standards. For studio faculty,

exhibitions, commissions, residencies, and funded creative work are central forms of research output and will be evaluated accordingly.

i. Art History

Each faculty member is expected to be involved in scholarly research that results in publications or their equivalent and/or contributes to improving the teaching of art history. The quality of these activities will be judged according to national standards in the discipline. A faculty member's research will always be judged first and foremost on the quality of the scholarship and writing and its contribution to the overall understanding of the field. In evaluating the quality of all scholarly publications and productions, the following criteria may be used: a) the role of peer review; b) the place and form of publication; c) the length; and d) the relative contribution of co-authors (if any).

Original scholarship and the interpretive and critical analysis of other art historical (art)works are the most important types of scholarship. Single-authored monographs and texts that make an original contribution in focus or content published by major academic or commercial presses are the most prestigious publications for the art history discipline. Co-authored books and edited (or co-edited) anthologies are also highly valued. Because the timetable from manuscript acceptance to publication is long, part of the recognition for this achievement will be given during the year a manuscript is accepted for publication. Final publication will be rated more highly, as this not only involves further revision and editing but also is regarded as the final scholarly product.

Peer-reviewed journal articles and book chapters published by major academic and commercial presses are also highly valued in art history. While the major national and international journals carry the most prestige, certain journals in specialized fields of regional, state, and local focus have high status in the profession and are often better venues for presenting scholarly work in sub-fields of the profession. Many journals and presses have heavy backlogs that cause publication delays of a year or more, so part of the recognition for scholarly work will be given during the year of acceptance for publication. Final publication will be rated more highly as this not only involves further revision and editing but also is regarded as the final scholarly product. Peer-reviewed articles and book chapters published electronically will be considered equivalent to articles published in traditional formats.

Reports, surveys, web sites, visual productions, curated exhibitions, films, and similar projects are especially important in the field of art history. They will be evaluated in the same manner, and using the same criteria, for judging the quality of books, articles, and book chapters. To evaluate these forms of scholarship, the department will consult criteria as stated on the College Art Association website https://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure.

Other forms of scholarship also deserve recognition and consideration for promotion and tenure. These include book reviews and contributions to dictionaries, encyclopedias, newsletters, proceedings of historical associations, and similar publications. These types of scholarship are often short, but they typically require extensive expertise in a specialized field and the ability to summarize succinctly.

Editorial Work. Major editorial work in print or electronic form for a journal or press is a form of scholarship and not just a form of professional service, because it helps shape the research trajectory of fields and sub-fields of history. Examples of this type of scholarship include editing a historical journal and editing a book series for a scholarly press (however, serving on an editorial board would be classified as professional service).
Papers read at professional meetings and reviewed by peers. Delivering papers at professional meetings is an important means of communicating scholarly work. Criteria for evaluating papers are in general the same as those used to evaluate publications: a) rigor of the selection process; b) appropriateness of the audience; c) usefulness to other specialists in the area; d) originality; and e) depth of scholarship. Organizing a panel and securing a place for it in a competitively refereed national or international program is a form of scholarship, as is serving as a commentator on papers at a professional conference (however, serving as a panel chair or roundtable moderator would be classified as a professional service).

Digital Scholarship. Most digital scholarship is all but indistinguishable from print publications and will be evaluated in the same way as print publications (e.g. an e-book will be evaluated the same as a print book). However, some digital publications use methodologies, argumentation, and archival practices that differ fundamentally from print traditions. To evaluate the latter, the department will rely on criteria as stated on the College Art Association website https://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure

Other Scholarship. Scholarly productions that involve interdisciplinary research or outreach to audiences beyond the historical profession include textbooks, popular books, encyclopedia and dictionary entries, interdisciplinary conferences, collaborative projects, web-based and visual productions, and public exhibits. These types of scholarship must be in a form suitable for public dissemination and amenable to critical evaluation by disciplinary standards.

Scholarship Related to Pedagogy. These contributions can range from producing peer-reviewed articles to presenting at NMSUs Teaching Academy.

Grant Funding. Scholarship in art history is not normally funded by large outside grants and contracts that last for several years. Instead, art historians rely primarily on small and medium-size grants and fellowships as well as faculty exchanges to help fund their research. Funding may give a faculty member release time for study and writing, for the development of programs, or participation in scholarly seminars and institutes. The acceptance of a proposal may merit some recognition before the work resulting from the grant appears in print.

ii. Studio Art

Studio art faculty are expected to maintain an active program of creative research that results in the public dissemination of original work and contributes to the advancement of the field. Given the interdisciplinary nature of contemporary art practice, studio faculty may also engage in forms of scholarship outlined for art history, including writing, curatorial practice, and critical research. Curatorial projects, when peer-reviewed or otherwise critically vetted, are recognized as significant scholarly contributions.

Creative work is evaluated first and foremost on its quality, originality, and impact within the field. As with traditional scholarship, criteria for evaluation include: a) the presence and rigor of peer review or competitive selection; b) the reputation, selectivity, and reach of the venue within its relevant disciplinary context; c) the scope, scale, and ambition of the work; and d) the level of the faculty member's contribution in collaborative projects. Dissemination is central to evaluation, and creative work must be presented in venues that allow for critical engagement by peers and the public.

Time-based and interdisciplinary practices including animation, video, performance, and installation are fully recognized as scholarly activity when presented in juried, invitational, or otherwise selective contexts. Screening at festivals, inclusion in curated programs, and dissemination through recognized media platforms are evaluated using the same standards applied to exhibitions. Similarly, design and other applied arts practices are considered scholarship when disseminated through reputable, peer-reviewed, or juried venues, including publications, annuals, and exhibitions with national, international, or otherwise significant disciplinary visibility.

Because creative work often circulates across multiple venues, each presentation or exhibition is evaluated individually. Repeated exhibition, screening, or publication contributes to the overall impact and visibility of the work and may enhance its scholarly significance, as reputation and critical recognition in the arts are often built through sustained dissemination.

Solo or two-person exhibitions in museums, university galleries, and established commercial spaces with significant reputations are among the most prestigious forms of creative scholarship, particularly when curated or juried. Participation in group exhibitions is recognized as a significant form of scholarly contribution, particularly when it demonstrates competitive selection, curatorial rigor, and broad visibility. In some cases, group exhibitions of exceptional prominence may be considered comparable to solo exhibitions.

Publications related to creative work including monographs, exhibition catalogs, and peer-reviewed articles are important components of a studio faculty member's scholarly profile. As with art historical scholarship, recognition may be given at the point of acceptance, with completed publication or realized exhibitions providing the strongest evidence of contribution as finalized work.

Grants, residencies, and fellowships are significant indicators of scholarly achievement, particularly those awarded through competitive national or international processes. Likewise, acquisition of work into permanent collections, gallery representation, and invitations to present artist talks, keynote lectures, or workshops at major institutions and conferences are recognized as markers of professional standing and impact.

Professional activities that contribute to the field such as jurying exhibitions, serving as a reviewer for grants or publications, organizing exhibitions, or participating in scholarly panels are also considered forms of scholarly engagement when they reflect disciplinary expertise and are conducted at a high level.

Regional and local activities are also valued, particularly when they demonstrate a sustained and active creative practice. These may include exhibitions, grants, publications, and professional engagements within regional contexts. Such activities contribute meaningfully to a faculty member's overall profile and may reflect significant scholarly accomplishment independent of geographic scope when they demonstrate rigor, impact, and sustained engagement.

Additional forms of scholarship include but are not limited to editorial work, contributions to catalogs and reference publications, interviews, critical reviews, and the documentation and dissemination of creative work through print and digital media. The development of grant proposals, including those not funded, is also recognized as part of an active research agenda due to the time and intellectual investment required.

Overall, the evaluation of studio art faculty emphasizes the quality, visibility, and sustained impact of creative work, recognizing the diverse forms that scholarship may take within contemporary artistic practice.

iii. Museum Conservation

Museum conservation faculty are expected to maintain an active program of research, scholarship, and professional practice that contributes to the preservation, understanding, and interpretation of cultural property. Due to the nature of the museum conservation field, clear distinctions between teaching, research, and service are often fluid, as conservation activities frequently integrate scientific investigation, technical practice, and public engagement. These activities may include the examination, documentation, treatment, and preventive care of objects, as well as collaborative, consultative, and community-based work. Such efforts are considered scholarly when they result in dissemination through publications, professional presentations, reports, exhibitions, or other forms of peer- or expert-reviewed output.

All scholarly and professional work is evaluated first and foremost on its quality, rigor, and contribution to the field of museum conservation and related disciplines. Criteria for evaluation include: a) the presence and rigor of peer review or competitive selection; b) the reputation and reach of the publication venue, institution, or professional context; c) the depth, originality, and significance of the research or conservation activity; and d) the faculty member's role and level of contribution in collaborative work.

Publications remain a central measure of scholarly achievement. Peer-reviewed articles, book chapters, and monographs published by reputable academic, commercial, or professional presses are highly valued. Electronic publications are considered equivalent to print publications when they appear in venues of comparable scholarly standing. While major national and international journals typically carry the greatest prestige, highly specialized journals, whether national, regional, or international, may also hold primary importance within specific subfields of museum conservation.

Museum conservation faculty may also engage in interdisciplinary forms of scholarship aligned with studio art and art history, including curatorial projects, technical art history, and

collaborative research initiatives. Such work is recognized as scholarship when it is subject to critical or peer evaluation and contributes to disciplinary knowledge.

Professional presentations are an important means of disseminating research within the field and are evaluated according to the rigor of the selection process, the role of the presenter (e.g., keynote, invited lecture, panelist), the appropriateness of the venue and audience, and the originality and depth of the contribution. Papers presented at juried or refereed conferences are particularly valued, with invited or keynote lectures indicating a high level of professional recognition.

In addition to traditional publications, museum conservation-specific outputs such as technical studies, treatment reports, condition surveys, conservation plans, and scientific analyses are recognized as significant forms of scholarship, particularly when they demonstrate original research, methodological innovation, or contribute to broader disciplinary knowledge. When unpublished, such materials must be clearly documented and accessible for evaluation.

The department recognizes varying levels of scholarly contribution, with the greatest weight given to work of national and international scope. Major achievements include monographs; peer-reviewed publications; substantial, research-driven conservation treatments; and competitive grants, residencies, or fellowships that result in significant scholarly output. Invitations to deliver keynote or honorary lectures at major professional conferences are also considered strong indicators of scholarly impact and professional standing.

A sustained record of peer-reviewed articles, book chapters, and/or significant conservation projects constitutes a strong scholarly profile. Major conservation treatments or preventive care initiatives that incorporate substantial research may be considered equivalent to traditional publications when they result in documented and disseminated outcomes.

Secondary forms of scholarship include but are not limited to individual peer-reviewed articles, conference papers, professional presentations, workshops, and regionally competitive grants or fellowships. These activities contribute meaningfully to a faculty member’s research trajectory and demonstrate ongoing engagement with the field.

Additional contributions that support and extend scholarly activity are also recognized. These include but are not limited to editorial work, book reviews, contributions to reference publications, conference proceedings, and the organization of scholarly panels for refereed conferences. Consulting activities such as editing, translation, or professional advisory roles are considered scholarly when they draw directly on disciplinary expertise and result in identifiable intellectual contributions. Exhibitions focused on conservation processes, materials, or reconstructed techniques are also valued as forms of public scholarship.

The development of grant proposals, including those not funded, is recognized as part of an active research agenda due to the intellectual effort required. Internal grants, faculty exchanges, invited lectures, and workshops further demonstrate professional engagement and contribute to the overall scholarly profile.

Overall, the evaluation of museum conservation faculty emphasizes the integration of research, practice, and dissemination, recognizing the diverse forms that scholarship may take within the field. The primary consideration is the extent to which a faculty member's work advances knowledge, supports the preservation of cultural heritage, and contributes to the broader professional and scholarly community.

C. Criteria for Annual Evaluation of Service

Evidence of service may include but is not limited to:

- Participation in department standing and ad hoc committees and other contributions to departmental operations (such as serving as acting chair, coordinating exhibitions, managing studio or lab spaces, overseeing digital platforms, or organizing lecture and visiting artist series)
- Service on College and University committees
- Participation in Faculty Senate or other shared governance bodies
- Involvement in professional organizations, including serving on committees, organizing conferences, symposia, exhibitions, or workshops, and contributing to editorial or curatorial boards
- Serving as a reviewer for exhibitions, publications, grants, residencies, or tenure and promotion cases, both within and outside the institution
- Mentoring junior faculty and supporting student professional development
- Other activities that constitute professional or disciplinary service on or off campus and draw upon a faculty member's expertise in the visual arts

Additional service contributions may include but are not limited to participation in public discourse through reviews, articles, or other professional communications, as well as activities that enhance the visibility and advancement of the arts. While service activities vary in scope, the department places particular value on those that demonstrate leadership, sustained engagement, and meaningful impact. Faculty are encouraged to develop a pattern of service that aligns individual strengths with departmental, institutional, and professional goals.

D. Criteria for Annual Evaluation of Outreach

Contributions to outreach may include but are not limited to collaborations with community partners to plan, fund, and organize exhibitions, events, or programs of cultural or educational significance; public presentations such as lectures, gallery talks, and workshops; and participation in media or public forums that communicate artistic knowledge and practice to broader audiences. Outreach may also involve service on juries, advisory boards, or community and governmental organizations where a faculty member's expertise informs decision-making and cultural initiatives.

Additional outreach activities include but are not limited to participation in recruitment and representation at professional conferences, symposia, and art fairs, as well as engagement with K–12 schools through workshops, lectures, and mentorship. Work with underrepresented or

marginalized communities that promotes access to the visual arts and encourages participation in higher education is also recognized as an important form of outreach.

The effectiveness of outreach will be evaluated based on the extent to which these activities demonstrate engagement beyond the university, the application of professional expertise, and the extent and overall impact on the communities served. Faculty are expected to document and contextualize their outreach activities in terms of scope, audience, and significance.

E. Cumulative Criteria for Tenure of Tenure-Track Faculty

The Department of Art recognizes that each tenure case is unique and decisions are based on the cumulative record of accomplishments across all areas of assigned responsibility. Promotion to the rank of Associate Professor with tenure recognizes a faculty member's demonstrated effectiveness in teaching and advising, a sustained and developing record of scholarly and creative activity, and meaningful contributions to service and outreach.

Candidates must demonstrate achievement in all areas, with particular emphasis on scholarship and creative work appropriate to their discipline. Overall, tenure signifies that a faculty member has established a strong and sustainable record of accomplishment across teaching, scholarship/creative activity, and service, and has demonstrated clear potential for continued professional growth and impact at the national and/or international level. Evaluation will be based on documented evidence provided in the candidate's dossier.

Tenure is not granted solely on the basis of time in rank or years of service; rather, it reflects demonstrated achievement and clear evidence of continued potential for significant contributions to the discipline and institution. External evaluation letters play a critical role in assessing the significance and impact of a candidate's work within the field. These assessments should be given substantial weight in promotion and tenure decisions.

The criteria, listed in the following sections serve as guidelines for evaluating cumulative performance in teaching and advising, scholarship and creative activity, and service and outreach. The expectations for tenure match those of promotion to associate professor.

F. Cumulative Criteria for Promotion from the Rank of Assistant Professor to the Rank of Associate Professor of Tenure-Track Faculty

The Department of Art recognizes that each promotion case reflects an individual faculty member's professional trajectory, responsibilities, and accomplishments. Decisions regarding promotion to Associate Professor are based on a comprehensive assessment of the candidate's cumulative record across all areas of assigned responsibility. Promotion acknowledges demonstrated effectiveness in teaching and advising, a sustained and evolving program of scholarly and creative activity, and substantive contributions to departmental, university, disciplinary, and community service and outreach.

Candidates are expected to establish a record of accomplishment in each area of responsibility, with particular attention to the quality, significance, and disciplinary relevance of their scholarly

and creative work. Promotion to Associate Professor recognizes a faculty member's established professional achievements, continued development as an educator and scholar or artist, and demonstrated capacity for sustained contributions to the discipline and the institution. Evidence of ongoing professional growth and the potential for continued impact at the national and/or international level are important considerations. Evaluation will be grounded in the documented evidence presented in the candidate's promotion dossier.

Promotion is based on the merit and significance of a candidate's accomplishments rather than solely on years of service or time in rank. The review considers both the achievements already established and the trajectory of the candidate's professional development. External evaluations provide important perspectives on the quality, relevance, and influence of the candidate's scholarly and creative contributions within the broader discipline and should be accorded substantial weight in promotion decisions.

The criteria that follow provide a framework for evaluating the candidate's cumulative performance in teaching and advising, scholarship and creative activity, and service and outreach and are applicable to assessment for both tenure and promotion to Associate Professor though these are mutually exclusive decisions. These areas should be considered collectively, with attention to the candidate's assigned responsibilities, the context of their work, and the overall strength and trajectory of their record.

i. Criteria for Evaluating Teaching and Advising

The department expects faculty to demonstrate excellence and ongoing development in teaching across a range of courses appropriate to the discipline, which may include foundation, intermediate, advanced studio, lecture-based, seminar, and (where applicable) graduate courses. Faculty are expected to remain responsive to student and peer feedback, to engage in professional development related to pedagogy, and to continuously refine their teaching practices.

Strong indicators of effective teaching include: a) positive student evaluations in both course and instructor categories; b) thoughtful and reflective self-assessment in annual reviews; c) positive peer evaluations of teaching; and d) evidence of meaningful engagement with students through advising, mentoring, and support of student success within and beyond the classroom.

ii. Criteria for Evaluating Scholarship and Creative Work

To merit promotion and tenure, a candidate must demonstrate a sustained and coherent program of scholarly or creative activity that shows clear evidence of growth, and impact within the discipline.

A successful record typically includes:

- A consistent pattern of scholarly or creative production over time
- Evidence of peer-reviewed, juried, curated, or otherwise competitively selected work

- A developing regional, national, and/or international recognition, as appropriate to the discipline
- External validation of the significance of the work, including letters from recognized experts in the field

Scholarly and creative activity may take multiple forms, including exhibitions, publications, public art commissions, conservation projects, curatorial work, and externally funded research. No single type of output is required, and candidates may demonstrate impact through a combination of these forms.

The department does not require a fixed number of specific outputs (e.g., exhibitions, publications, or grants); rather, the total body of work is evaluated for its quality, coherence, and contribution to the field. The significance of a candidate's work will be assessed in relation to its context, including scale, competitiveness, funding, audience, and disciplinary relevance. Work that engages regional contexts, public audiences, or community-based practices may be of substantial scholarly significance when it demonstrates rigor, innovation, and impact. Geographic location alone should not be used as a proxy for scholarly value.

iii. Criteria for Evaluating Service and Outreach

Faculty are expected to contribute meaningful service to the department, college, university, profession, and broader community. While the specific distribution of service may vary, consistent engagement is required. A sustained record of effective service that supports departmental operations, shared governance, and professional engagement is expected for promotion and tenure. A pattern of service that demonstrates leadership, initiative, and alignment with departmental and institutional goals is particularly valued.

Faculty who consistently fail to meet expectations in service and outreach may jeopardize their progress toward tenure and promotion.

G. Cumulative Criteria for Promotion from the Rank of Associate Professor to the Rank of Full Professor of Tenured Faculty

The same general categories used in evaluating promotion to Associate Professor, teaching and advising, scholarship and creative activity, and service and outreach, apply to promotion to the rank of Full Professor. However, at this stage only promotion is under consideration, and evaluation will focus on accomplishments achieved since promotion to Associate Professor.

Appointment to the rank of Full Professor is neither automatic nor based on length of service. Rather, it represents recognition that the candidate has sustained a record of excellence across all areas of responsibility and has achieved a high level of distinction within the discipline. In addition to continued excellence in teaching and advising, and meaningful contributions through service and outreach at the departmental, college, university, and professional levels, candidates are expected to demonstrate leadership in these areas. Leadership is defined as activities that facilitate excellence within the department and university, as well as influence and advance the candidate's broader professional field.

A candidate for Full Professor must demonstrate a sustained and significant record of scholarship and/or creative activity that has achieved national and/or international recognition. This includes an ongoing record of high-quality, peer-reviewed, or juried work, with clear evidence that the candidate's contributions are recognized and valued by peers in the discipline. The impact, visibility, and critical reception of the candidate's work are central to this evaluation.

External validation is an essential component of the review process. A minimum of three letters from qualified external reviewers is required to assess the significance, impact, and reputation of the candidate's scholarly and/or creative accomplishments within the field.

Promotion to Full Professor signifies that the faculty member has demonstrated sustained excellence, substantial professional achievement, and recognized leadership, and has made significant contributions to the advancement of the visual arts at the national and/or international level.

H. Cumulative Criteria for Promotion from the Rank of Assistant Professor to the Rank of Associate Professor of Research-Track Faculty

The titles of research assistant professor, research associate professor, and research professor are used for persons who are hired to engage in research activities and have qualifications similar to those held by tenure-track faculty of comparable ranks. The general categories of scholarship and creative activity used to evaluate promotion to Associate Professor also apply to promotion to the rank of Associate Professor for research-track faculty. Research-track faculty are generally funded on external grants, and their effort/duties will then align with the grant, which tends to be 100% focused on research. At this stage, the review concerns promotion rather than tenure, with consideration given to the scope, significance, and trajectory of the candidate's professional contributions.

Promotion to Associate Professor is neither automatic nor determined by length of service. It recognizes a sustained record of excellence in the candidate's assigned areas of responsibility, along with a high level of distinction within the discipline. Candidates are expected to demonstrate continued achievement in scholarship and creative activity, meaningful contributions through service and outreach at the departmental, college, university, and professional levels, and evidence of leadership. Leadership may take many forms, including advancing departmental and university initiatives, supporting and empowering colleagues, developing collaborative opportunities, and influencing the direction and development of the candidate's broader professional field.

Candidates for Associate Professor must demonstrate a sustained and significant record of scholarly and/or creative accomplishment that has earned national and/or international recognition. This record should include ongoing, high-quality, peer-reviewed or juried work and clear evidence that the candidate's contributions are recognized and valued by colleagues within the discipline. The evaluation will consider the quality, impact, visibility, and critical reception of the candidate's work, as well as its contribution to the advancement of knowledge, creative practice, or the field more broadly.

Service and outreach are also important components of the evaluation. Candidates should demonstrate substantive contributions to their department, college, university, professional organizations, and relevant communities, consistent with their assigned responsibilities. At the Associate Professor level, evidence of leadership through these activities is particularly important, including contributions that strengthen institutional programs, advance professional communities, foster collaboration, and create opportunities for others.

External evaluation is an essential component of the promotion review. A minimum of three letters from qualified external reviewers is required to assess the significance, influence, and reputation of the candidate's scholarly and/or creative accomplishments. These evaluations provide an independent assessment of the candidate's standing within the discipline and the broader impact of their work and should receive substantial consideration in the promotion decision.

Promotion to Associate Professor recognizes a faculty member's sustained excellence, substantial professional achievement, and demonstrated leadership in research and/or creative activity and service. It acknowledges a record of contributions that has advanced the candidate's discipline and established a level of distinction at the national and/or international level.

I. Cumulative Criteria for Promotion from the Rank of Associate Professor to the Rank of Full Professor of Research-Track Faculty

The general categories of scholarship and creative activity used to evaluate promotion to Associate Professor also apply to promotion to the rank of Full Professor for research-track faculty. At this stage, the review concerns promotion, and evaluation will focus on accomplishments achieved since the candidate's promotion to Associate Professor.

Promotion to Full Professor is neither automatic nor based on length of service. Rather, it recognizes a sustained record of excellence across the candidate's assigned areas of responsibility and a high level of distinction within the discipline. Candidates are expected to demonstrate continued excellence in scholarship and creative activity, meaningful contributions through service and outreach at the departmental, college, university, and professional levels, and leadership in these areas. Leadership includes activities that strengthen departmental and university programs, support and advance the work of colleagues, foster collaboration, and influence the development of the candidate's broader professional field.

Candidates for Full Professor must demonstrate a sustained and significant record of scholarly and/or creative activity that has achieved national and/or international recognition. This record should include ongoing, high-quality, peer-reviewed or juried work, with clear evidence that the candidate's contributions are recognized and valued by peers in the discipline. The quality, impact, visibility, and critical reception of the candidate's work are central to the evaluation, as is evidence of its contribution to the advancement of the field.

External evaluation is an essential component of the promotion review. A minimum of three letters from qualified external reviewers is required to assess the significance, impact, and reputation of the candidate's scholarly and/or creative accomplishments. These evaluations

provide independent perspectives on the candidate's standing within the discipline and the broader influence of their work and should be given substantial consideration in promotion decisions.

Promotion to Full Professor recognizes a research-track faculty member's sustained excellence, substantial professional achievement, and demonstrated leadership in scholarship and/or creative activity and service. It acknowledges a record of significant contributions to the advancement of the discipline, and a level of professional distinction recognized at the national and/or international level.

J. Cumulative Criteria for Promotion from the Rank of Assistant Professor to the Rank of Associate Professor of College-Track Faculty

The Department of Art recognizes that each promotion case reflects an individual faculty member's professional trajectory, assigned responsibilities, and accomplishments. Decisions regarding promotion to Associate Professor are based on a comprehensive evaluation of the candidate's cumulative record in all areas of assigned responsibility. Promotion recognizes demonstrated effectiveness in teaching and advising, sustained contributions to the department's educational mission, and meaningful engagement in service and outreach at the departmental, university, professional, and community levels.

Candidates are expected to establish a strong record of achievement in their assigned areas of responsibility, with particular emphasis on the quality and effectiveness of their teaching, advising, and other educational contributions. Promotion to Associate Professor recognizes a faculty member's established professional accomplishments as defined by their Allocation of Effort (including especially, for College-Track faculty, sustained excellence in teaching), continued development as an educator, and demonstrated capacity to make sustained contributions to the department and university. Evidence of ongoing professional growth, effective instructional practices, meaningful engagement with students, and contributions to the educational mission of the institution are important considerations. Evaluation will be based on documented evidence provided in the candidate's promotion dossier.

Promotion is based on the merit and significance of a candidate's accomplishments rather than solely on years of service or time in rank. The review considers both the achievements already established and the trajectory of the candidate's continued professional development. External evaluations, when applicable to the candidate's assigned responsibilities and professional activities, may provide additional perspectives on the quality, effectiveness, and broader significance of the candidate's contributions.

The criteria that follow provide a framework for evaluating the candidate's cumulative performance in teaching and advising, and service and outreach. These criteria apply to the assessment of promotion to Associate Professor for College-Track faculty and should be considered collectively, with attention to the candidate's assigned responsibilities, the context of their work, and the overall strength and trajectory of their professional record.

K. Cumulative Criteria for Promotion from the Rank of Associate Professor to the Rank of Full Professor of College-Track Faculty

The general categories used to evaluate promotion to Associate Professor—teaching and advising, and service and outreach—also apply to promotion to the rank of Full Professor for College-Track faculty. At this stage, the review concerns promotion, and evaluation will focus on accomplishments achieved since the candidate's promotion to Associate Professor.

Promotion to Full Professor is neither automatic nor determined by length of service. Rather, it recognizes a sustained record of excellence in the candidate's assigned areas of responsibility and a high level of distinction as an educator and contributor to the institution. Candidates are expected to demonstrate continued excellence in teaching and advising, meaningful contributions through service and outreach at the departmental, college, university, professional, and community levels, and leadership in these areas. Leadership includes activities that strengthen the department and university, advance educational programs and initiatives, support and empower colleagues, foster collaboration, and contribute to the development of the candidate's professional field.

Candidates for Full Professor must demonstrate a sustained and significant record of educational accomplishment, with clear evidence of effectiveness, innovation, and meaningful contributions to the department's teaching mission. This may include the development and improvement of curricula, the implementation of effective instructional practices, contributions to student learning and success, mentorship and advising, and the creation of educational opportunities that benefit students and colleagues. The quality, impact, and sustained effectiveness of these contributions are central to the evaluation.

Service and outreach are also essential components of the review. Candidates should demonstrate meaningful contributions to departmental, college, and university governance and initiatives, as well as professional organizations and relevant community activities. At the Full Professor level, particular consideration should be given to evidence of leadership, including initiatives that strengthen institutional programs, improve educational practices, support colleagues, and advance the department's and university's mission.

Evaluation will be based on documented evidence in the candidate's promotion dossier. External evaluations may be sought when appropriate to the candidate's responsibilities and professional contributions, providing additional perspectives on the quality, effectiveness, and broader significance of the candidate's work. Any external review requirements should be consistent with applicable university and college policies for College-Track faculty.

Promotion to Full Professor recognizes a College-Track faculty member's sustained excellence in teaching and advising, substantial professional achievement, and demonstrated leadership in educational initiatives and service. It acknowledges a record of significant contributions to student learning, the department and university, and the broader educational and professional communities.

IV. PROCEDURES FOR ANNUAL EVALUATION, PROMOTION, AND TENURE

A. Annual Evaluation Process

All regular Tenure-Track, Research-Track and College-Track Faculty in the Department of Art are expected to prepare a written Allocation of Effort and Goals at the start of each academic year in consultation with the Department Head. This document outlines anticipated goals and activities in teaching and advising, scholarship and creative activity, service, and outreach, as they apply to each track, as well as the percentage of effort assigned to each area for the upcoming evaluation period. The form becomes final only after review and signatures from both the faculty member and Department Head, and approval by the Dean of the College of Arts and Sciences.

Faculty are also required to submit an Annual Performance Report (APR) detailing accomplishments in the areas of teaching and advising, scholarship and creative activity, service, and outreach, as they apply to each track; refer to the previous sections of this document for examples of effectiveness in each area. Together, the Allocation of Effort and APR serve as the primary documentation for annual review.

The Department Head evaluates each faculty member based on the department's criteria for teaching and advising, scholarship and creative activity, service, and outreach, as they apply to each track, along with the APR and Allocation of Effort form. After the dean's approval, the evaluation is shared with the faculty member, followed by a discussion to provide clarity and guidance. Faculty members may appeal evaluations in accordance with university policy. Faculty who consistently receive ratings of "Successful/Effective Performance" (EP), "Superior/Highly Effective Performance" (HE) and/or "Distinguished Performance/Role Model Status" (DP) in all categories of their Annual Performance Reports are considered to be making appropriate progress toward tenure and promotion.

B. Departmental P&T Committee

The Promotion and Tenure Committee, composed of tenured faculty senior in rank to the candidate, reviews applications for promotion and. For college-track promotion, the Promotion and Tenure Committee must include at least one college-track faculty member at a higher rank than the candidate. In accordance with university policy, committee members must participate in deliberations in order to vote. Voting is conducted by secret ballot, with no absentee or proxy voting permitted, and all deliberations remain confidential. Minority opinions may be submitted in writing and included in the review file. A positive departmental recommendation does not guarantee approval at higher administrative levels. Candidates who are not approved for promotion may reapply in subsequent years with updated materials

In the spring, the department's Promotion & Tenure Committee reviews tenure-track, research-track and college-track faculty for progress toward tenure and/or promotion, as well as associate professors seeking promotion to full professor, if requested. The committee is typically composed of tenured art faculty and one tenured faculty member from another department

appointed by the Dean, and for college-track promotion, must include at least one college-track faculty member at a higher rank than the candidate. Only Associate Professors and Full Professors evaluate Assistant Professors seeking promotion, while only Full Professors evaluate Associate Professors seeking promotion to Full Professor. All committee members must attend meetings in person, though tenured faculty on sabbatical may choose to participate. The Department Head prepares an independent evaluation for each candidate, and faculty dossiers are prepared in accordance with college procedures.

Tenure-track faculty may also request a third-year (mid-tenure) review that follows the same procedures as formal tenure and promotion cases. Tenured Associate Professors may request an internal a review when seeking promotion to Full Professor. If a tenured faculty member receives two consecutive unsatisfactory evaluations, the department may implement a remedial plan to address deficiencies. If deficiencies persist despite intervention, tenure may be subject to revocation.

V. Tenure Considerations and Procedures for Application for Tenure and Promotion

Tenure and promotion criteria follow the standards set by NMSU policy and the College Policy Manual, as well as the Department's own criteria. Committee members have full voting privileges, and additional external members may be appointed if needed to reach a quorum. The Department Head may meet with the committee to discuss procedural matters but does not vote.

In their first year, faculty assemble a file including publications, exhibition records, syllabi, annual performance reports, CV, teaching evaluations, and summaries of professional activities. This portfolio forms the basis for annual evaluation and eventual tenure review. Faculty seeking promotion from Associate to Full Professor are encouraged to maintain a similar cumulative record.

After annual performance evaluations, the P&T Committee and Department Head provide independent recommendations regarding contract renewal, which are shared with the candidate. Candidates may respond in writing to clarify or correct factual information. In the spring, the committee determines which faculty will be considered for tenure in the following Fall. Application for promotion to Associate Professor typically occurs in conjunction with the tenure review during the sixth year of appointment. Although the two reviews are generally conducted concurrently, tenure and promotion are separate decisions, and the outcome of one does not determine the outcome of the other.

Faculty may request expedited review or extension of the probationary period depending on qualifying circumstances, though sufficient time is generally needed to demonstrate excellence in teaching, scholarship and creative activity, service, and outreach. Failure to apply for tenure within the expected timeline without resignation results in termination at the end of the contract.

Candidates submit a list of potential external reviewers prior to tenure review. External reviewers must be experts in the candidate's field and be able to assess the significance of the candidate's work within appropriate disciplinary contexts, hold rank equal to or higher than the candidate's

sought rank, and have no conflicts of interest. The Department Head requests letters from at least three external referees, who are provided the candidate's CV, examples of scholarship and creative work, and the Department's Functions and Criteria statement. Late letters are not accepted.

Before submitting their dossier, the Department Head advises faculty on required materials. Dossiers are submitted at the beginning of the Fall semester and candidates have a short period to correct factual errors. Materials may not be altered after submission without knowledge of the candidate and the committee. The P&T Committee reviews the dossier, discusses it in confidential session, and votes via secret ballot. Written recommendations, including minority reports if applicable, are added to the dossier. The Department Head prepares an independent evaluation, and all documents are shared with the candidate prior to submission to the Dean's office. Faculty may temporarily suspend the process or withdraw their application for approved reasons.

A. Promotion for Tenure-Track Faculty

Promotion to Associate Professor typically coincides with tenure review. Promotion is not automatic based on years of service or attainment of continuous contracts. Candidates must demonstrate all qualities required for tenure at the Associate Professor rank. Consideration for promotion to Full Professor is reserved for faculty who exhibit sustained stature in their discipline, leadership, and substantial strength in all areas: teaching and advising, scholarship and creative activity, service, and outreach.

Promotion applications are reviewed by faculty senior in rank to the candidate. Candidates must demonstrate excellence in teaching and advising, scholarship and creative activity, service and outreach, and, where applicable, leadership in accordance with their annual Allocation of Effort. Candidates whose promotion applications are not approved may reapply in subsequent years with updated materials. All deliberations are confidential, and voting is by secret ballot. Minority reports are permitted and all written materials are maintained in confidential departmental files.

B. Promotion for College-Track Faculty

College-track faculty in the Department of Art are not eligible for tenure, but they may apply for promotion to higher ranks in accordance with university policy. Typically, candidates must have served a minimum of five continuous years at their current rank and demonstrate excellence in teaching, ongoing professional growth, and service. Leadership in departmental priorities—such as improving student learning outcomes or supporting student retention—is also expected.

Demonstrating excellence in teaching can take multiple forms, including student evaluations, peer reviews from tenure-track Art faculty or other programs, and appraisals by the Department Head. Faculty are encouraged to document participation in professional development opportunities such as courses offered through Writing Across the Curriculum, The Teaching Academy, or other programs designed to enhance teaching. Recognition through university teaching awards or other forms of professional acknowledgment may also support a promotion

case. Contributions to departmental service and initiatives may further demonstrate leadership and engagement in the college community.

Applications for promotion are reviewed by a committee assembled by the Department Head and Dean. This committee typically includes members of the Department's Promotion and Tenure Committee, along with at least one college-track faculty member—either from the Department of Art or an outside department—who holds the rank being sought or higher. The chair of the committee is always a tenured faculty member from the Department of Art.

The process for applying for promotion generally follows the same procedures used for tenure-track promotion, with the exception that letters from external evaluators are not required. After the committee completes its review, both the committee's recommendation and the Department Head's evaluation are submitted to the Dean's Office and shared with the candidate. Candidates have the opportunity to respond in writing to these recommendations prior to final action by the Dean.

VI. REVIEW AND APPROVAL OF FUNCTIONS AND CRITERIA STATEMENTS

Revisions to Functions and Criteria Statements take effect once they have been approved at a Department of Art meeting and subsequently approved by the Dean of the College of Arts and Sciences. The Department of Art will periodically review this document to determine whether updates or revisions are needed. At a minimum, these reviews will occur within three years of the most recent Dean-approved revisions. Faculty whose service spans periods during which more than one version of the Procedures and Criteria has been in effect may follow the appropriate university and college procedures to decide which version to apply.

APPROVED:

Department Elizabeth Horodowich Date 11/3/2026
(Department Head)

College ___ Digitally signed by Enrico Pontelli Date: 2026.11.09 08:33:26 -07'00' Date _____
(Dean)