

GUIDE TO POLICIES AND PROCEDURES (*Amended February 24, 2026*)
SCHOOL OF ART AND DESIGN, UIUC

I. Promotion and Tenure Process

The criteria and process for promotion and tenure are outlined in the *Statutes* of the University of Illinois, Communication No. 9 from the Office of the Provost, the *Bylaws* of the College of Fine and Applied Arts, the *Bylaws* of the School of Art and Design, and these Policies and Procedures of the School of Art and Design.

A. Determination of Candidates to be Recommended

The University uses a multi-stage process for promotion and tenure decisions. Each year, the School of Art and Design initiates this process of determining which faculty members in the unit should be recommended for promotion and tenure. Faculty members wishing to be considered for promotion and/or tenure, or program chairs who wish to recommend a faculty member or members from their programs, must submit the names and up-to-date professional resumes of prospective candidates to the Director of the School by March 1. In consultation with the Executive Committee and each candidate's program chair, the Director shall determine which candidates will be evaluated by the School's Promotion and Tenure Committee and initiate the solicitation of letters of reference and the preparation of documentation by the program chairs. Executive Committee members with a lower rank than that of proposed candidates may not participate in the discussion.

B. Promotion and Tenure Committee

The School of Art and Design's Promotion and Tenure Committee consists of five elected members (see the School of Art and Design *Bylaws*, VI.B). The Committee meets in the fall of each academic year in order to evaluate the specific work of the candidates as well as the overall quality of the candidates' records. At the conclusion of their deliberations, the members of the Committee vote by secret ballot on the appropriateness of promotion and/or tenure for each candidate. The Committee's views are transmitted to the Director of the School by the Chairperson of the Committee. The Committee's recommendations are advisory to the Director, who makes the final judgment as to which candidates should be recommended for promotion and tenure to the Dean of the College.

C. Annual Reviews

Entry level, tenure-track assistant professors are normally assigned a tenure code of "1" upon initial employment, which is incremented each successive year. The Director of the School together with the appropriate program chair will meet with each tenure-track assistant professor annually to assess his or her progress. The Director will prepare a summary of this meeting that will be communicated in writing to the candidate.

D. Third-Year Reviews

Campus policy further requires that, when a faculty member reaches tenure code "3," a more thorough review of the faculty member's progress will be undertaken. This third-year review is described in Communication No. 13 from the Office of the Provost. The School will conduct this third-year review of the faculty member's progress in each aspect of the individual's performance that will be gauged in the final tenure review, citing both strengths and weaknesses. The results will be put in writing, shared with the faculty member, and made a part of the faculty member's personnel file. The third-year review differs from the annual review in that it will also be transmitted to the Dean of the College and reviewed by the College Promotion and Tenure Committee.

E. Sixth-Year Assistant Professors

In accord with Communication #9 from the Office of the Provost, assistant professors in the sixth year of their probationary periods must be evaluated for promotion and tenure. Tenure-track assistant professors may be evaluated for promotion and tenure prior to their sixth year if, in the judgment of the School, circumstances warrant such a decision. Faculty members who are not recommended for promotion and tenure in the sixth

year are given a notice of non-reappointment and offered a terminal contract in accordance with Communication No. 10 from the Office of the Provost.

F. Promotion of Associate Professors

Any associate professor may request that the School consider the case for promotion to professor, including the solicitation of external peer reviews of scholarly and creative activities, following the procedures outlined above. Such requests shall be granted upon request, in all cases, provided that six years have elapsed since the initiation of any previous review. This six-year interval applies only to such cases where the School is obliged to consider promotion if requested to do so by an associate professor. The School may consider and endorse the candidacy of an associate professor at any appropriate time, and a faculty member with indefinite tenure may request consideration for promotion at any time.

G. Appeals

In the event of a negative decision for faculty members in the sixth year of their probationary period. Communication No. 10, *Notice of Non-Reappointment for Non-Tenured Faculty Members*, should be consulted. Faculty members at any level who are not recommended for promotion may appeal to the School of Art and Design's Grievance Committee. If such an appeal is made, the Director should also consult with the Promotion and Tenure Committee before transmitting his or her final recommendation to the Dean. The University's *Statutes* also provide that faculty members may present grievances to the Campus Faculty Advisory Committee.

II. Criteria for Faculty Advancement and Evaluation

(including promotion, merit salary increases)

(*Office of the Vice Chancellor for Academic Affairs, Communication #9*)

A. Art Education

The following is a listing of professional activities in each area of faculty development: research, instruction, and service. While strong overall performance is expected for advancement to tenured ranks, faculty are encouraged to work in close consultation with their supervisors to develop a pattern of excellence in research and teaching activities commensurate with the particular strengths and interests of the faculty.

Junior faculty are required to meet once each semester with their Program Chair and the Director of the School to review their progress, examine criteria for judging acceptable performance, and establish priorities for future development in the research, instruction, and service categories.

For promotion to associate professor, stature as measured by peer evaluation, publication in the field of art education and/or its related fields of inquiry at regional and national levels, and recognition and presence in the field of art education are important considerations, along with evidence of excellence in teaching and professional service to both the University and to the profession.

For promotion to full professor, stature as measured by peer evaluation, significant publication in the field of art education and/or its related fields of inquiry at national and international levels, and overall recognition and presence in the field of art education are important considerations, along with evidence of continued excellence in teaching and professional service to both the University and to the profession.

1. Research Activities and Creative Activities

The publication of articles in research-oriented journals is recognized nationwide as the fundamental professional activity in the field of art education. For this reason, the record of such publications will be considered essential for tenure and promotion. The nature of professional activity in art education does not change appreciably over the course of a career. It is assumed, however, that authorship of book-length work and editorial activities would be more likely at the rank of associate or full professor. The following listing of research related professional activities might be used to guide the evaluation of individual faculty.

Activity in all levels given below should not be assumed and exceptional strength in scholarly publishing with a focus in one or two particular areas of research given below should be given recognition as evidence of excellence in research.

Published articles in research-oriented journals.

Authored scholarly books.

Edited scholarly books.

Authored chapters in scholarly books.

Published textbooks.

Published articles in practice-oriented journals.

Edited professional journals.

Lectures, presentations, and panel participation at regional and national conferences, conventions, symposia, and universities.

Offices held in regional and national professional organizations, including editorial positions.

Consulting within and on behalf of regional and national professional organizations.

Research-related awards, honors, and grants received.

Research-related regional and national symposia, conferences, or exhibitions organized.

Edited textbooks or anthologies.

Published book reviews.

Work in progress.

Collaborating with other artists and scholars on research and creative work.

Public engagement as scholarship.

Excellence in research/creative activity may also be recognized through work in one or more studio media. Faculty members fulfill this criterion by achieving excellence and recognition for their creative work, for delivering lectures and/or workshops and by having their creative works or written works associated with their creative work published in professional publications. The following activities are in general priority order, with the most important areas listed first. Exceptional strengths in any of these areas will also be recognized. Art Education faculty whose research occurs primarily in creative studio activity are still expected to make a significant contribution to inquiry and research in the profession of art education, and we would expect to see achievement in some of the categories listed above as well as in the categories listed below. Evaluation of faculty should take into consideration what would constitute a reasonable balance of professional activity in research in art education coupled with professional activity in creative studio work.

One person shows: These shows will not necessarily be in one type of facility. They could be in regional or national museums, along with university, community, or commercial galleries. Depending upon the nature of the faculty member's work, alternative spaces might also be appropriate.

Invitational group exhibitions in important regional or national settings.

Books, catalogs, chapters, or articles devoted to the candidate's creative work.

Critical reviews in professional media (important newspapers, magazines, professional journals, television).

Collections and commissions (public and major private).

Awards and grants for creative studio work.

National and international appearances: lectures, workshops, visiting artist, juror.
Images reproduced in texts (including book covers) and Print Media.

Juried group exhibitions: Juried exhibitions are not as prestigious as invitational ones. They are primarily used in the beginning of one's career to build some recognition. After these initial years, we would expect more and more invitational shows and fewer juried shows.

Performances.

Art exhibition curation.

Artist residencies.

2. Instructional Activities

As a teacher education program serving both the citizens of the State of Illinois and a national/international pool of talented future art educators, we maintain the view that excellence in teaching is fundamental to our professional identity at this university. Excellence in teaching means that the faculty is not only competent, current, generous, and resourceful in the classroom, they are exceptional in meeting the needs of our undergraduate and graduate students and preparing them for careers of distinction as art educators.

The Office of the Provost's "Definition of Teaching Excellence at the University of Illinois at Urbana-Champaign" defines excellent course teaching as:

- Well-designed
- Well-delivered
- Inclusive and ethical
- Reflective and evolving

Excellence in teaching may be evidenced by an evaluation of the following criteria: Instructor course evaluation summaries (ICES) for each course taught.

Annual self-review of teaching activities.

Peer and supervisor evaluations of teaching in required undergraduate and graduate courses in the art education program.

Evaluation of course content; courses introduced into the curriculum; curriculum development; program development; and evaluation activities.

Supervising and advising graduate student independent studies, artistic works, research papers, master's theses, and doctoral dissertations.

Teaching awards, grants, and other forms of recognition such as inclusion on the List of Teachers Ranked as Excellent by their Students.

Course loads, number of students served, undergraduate and graduate advising loads.

Student-oriented lectures/workshops delivered within and on behalf of program and other Art and Design programs.

Organizing and/or participating in student-oriented exhibitions and critiques.

Collaborating with students on research and creative work.

Advising and mentoring of undergraduate and graduate students.

Achievements of former students, whether in gaining admission to graduate school, gaining employment based on the specialized education received, or contributing in a scholarly fashion to the field.

3. Service Activities

Service in the profession of art education is fundamental to our calling as educators and public servants. Excellence in service to the profession, to the State of Illinois, to the University of Illinois, and to the School of Art and Design often comes at the expense of time available for research. In recognition of the need and value of professional service, we maintain that excellence in service should be seen as essential to the evaluation of art education faculty and rewarding through adequate recognition of such service. This criterion is fulfilled by participating in meetings, serving on committees, serving in committee chairships, acting in administrative capacities, participating in extracurricular activities, helping the School of Art and Design develop and enhance its programs, and in general, working for the benefit of the School, College, University, and professional societies of the community, state, and nation. Administrative work performed is particularly critical to our program and to the school, but time consuming, and should be given fullest recognition in the evaluation of faculty service. Other criteria to be considered include the following:

Service-related grants and awards.

Service as an elected officer in professional organizations.

Organization of symposia and professional meetings.

Service as a consultant for national and state professional organizations.

Service to professional publications and venues.

Providing professional services to state, regional, and local organizations, agencies, and educational institutions.

Organization of field trips.

Service as a juror, reviewer, or panelist associated with an art, education, or art education exhibition or conference.

Public engagement as service.

Community outreach activities.

Lectures given or workshops in classes at the request of other UIUC faculty.

Development or sponsorship of extracurricular activities for students.

Formal and informal recruitment of students.

Any work that serves as an enhancement to the School's programs or mission.

Any work that serves the common good in furtherance of the University's mission in accordance with Provost Communications #9 or #26.

B. Art History

This section defines the criteria for tenure, promotion, and merit increases in salary for faculty in the Art History Program.

For promotion to the rank of Associate Professor, the categories of research and teaching are especially important. The publication record of those seeking promotion to the rank of Associate Professor is normally expected to include a published book, or a book in press, that makes a significant contribution to scholarship in the field.

In exceptional circumstances, a series of articles that have had a significant effect on the field may be considered instead. Usually candidates have other publications, including peer-reviewed articles, in addition to a book.

For promotion to the rank of Professor, an additional book is necessary. In exceptional circumstances, a series of articles that have had a significant effect on the field may be considered instead. Significant service to the field, the University, the College, the School, and the Program is also an important consideration.

In some cases, it may be appropriate to seek promotion through the Public Engagement Research Option (PERO). Per the guidelines laid out in Provost's Communication 9, an MOU detailing expectations must be developed well in advance of the promotion (by the third year for those seeking promotion to Associate Professor).

Evaluation of specialized faculty depends on the terms of their appointment. This includes evaluative criteria according to Communication 26 and the criteria for specialized faculty in the Guide to Policies and Procedures that govern specialized promotion. The Program in Art History normally emphasizes teaching and service for these cases and does not require a quantity of publications comparable to tenure-track and tenured faculty.

Lectures, exhibitions, and other activities that take place at the University of Illinois Urbana-Champaign are normally considered as part of a faculty member's service and not as part of their research, unless they have an unusually broad impact.

The following criteria have been established for evaluation in the four areas of research, teaching, service, and diversity, equity, and inclusion activities. The indicated means by which accomplishment in each of these categories of professional activity is measured should not be taken as a rigid checklist, with high scores required in every instance, nor is it necessary to fulfill all criteria under each category. We expect that these means will be considered with a sense of fairness and appropriateness.

1. Contributions to research as measured by:

- (a) A sustained record of publications;
- (b) Work in progress demonstrating an intellectual trajectory and promise of continued productivity;
- (c) Presentations and lectures at scholarly conferences, symposia, museums, and universities;
- (d) Awards, honors, and grants received;
- (e) Exhibitions curated;
- (f) *Contributions of expertise recognized as public engagement;*
- (g) Letters evaluating contributions received from peers in the field or specialization.

2. Contributions to teaching are measured by:

- (a) Peer evaluations;
- (b) Supervision of graduate research;
- (c) Student evaluations;
- (d) Achievements of former students, whether in gaining admission to graduate school, gaining employment based on the specialized education received, or contributing in a scholarly fashion to the field;

(e) Development of new courses and other contributions to Program curricula.

3. Service to the Program, School, College, University, and to the discipline or field:

- (a) Committee participation;
- (b) Administrative positions held and work performed;
- (c) Engagement with professional societies, editorial boards, curatorial activities, or outreach programs;

(d) Evaluation of article and book manuscripts for journals and presses, evaluation of applications for fellowships, etc.

4. Diversity, equity, and inclusion activities as measured by:

- (a) Efforts to address DEIA in research;
- (b) Efforts to address DEIA in teaching, which may consist of: inclusion of diverse perspectives and scholars in instruction; providing or attending professional development related to DEIA in instruction; recruitment and/or mentoring of students from marginalized and/or underrepresented backgrounds.
- (c) Efforts to address DEIA in service, which may consist of: advocating and/or supporting students from marginalized and/or underrepresented backgrounds; working with students and/or community members from marginalized and/or underrepresented backgrounds outside of an instructional context.
- (d) Serving on committees that address DEIA issues or serving as the DEIA representative on a committee.

C. Foundations

Candidates being considered for promotion and tenure in the Foundations Program will be judged by the established criteria for all faculty within the School Art + Design, including those set forth in Communication #9. That is, for the research component of a promotion and tenure case, candidates from Foundations will be expected to assemble a body of creative work appropriate to their particular studio field, and the creative work must meet the standards for accomplishment, magnitude, and peer recognition appropriate for that field. Criteria for the Teaching and Service components will be the same as for all faculty within the School of Art + Design.

From the beginning, throughout the probationary period, and onward, candidates from the Foundations Program should consult closely with senior members of the faculty in Art + Design to become fully aware of the criteria by which their promotion and tenure cases will be judged.

D. Graphic Design and Design for Responsible Innovation

The field of design continues to expand with multidisciplinary practice and scholarship in applied, theoretical, and fundamental research across boundaries of skill, methodologies, audience, intent, and media. Accordingly, our Graphic Design and Design for Responsible Innovation programs take a broad and dynamic approach to the call to disrupt the bearing of established categories and advance design scholarship at the intersections of design disciplines.

Faculty members working at the forefront of a variety of design disciplines are encouraged to incorporate their ongoing research into the classroom in a way that prepares students for the shifting realities of the contemporary practice of design. Thus, faculty research that, in part, rigorously investigates the intersections of practice and pedagogy is to be valued. It should be understood that the definition of what constitutes a designer is permeable, as are the epistemic perspectives argued by the author of the dossier.

Specialized faculty expectations are aligned with their appointment. This includes evaluative criteria outlined in Communication #26 and the criteria for specialized faculty under the guides of the policies and procedures that govern specialized promotion.

The guidelines for the evaluation of research, scholarship, creative activity, teaching, and public service are outlined in Communication #9, Promotion and Tenure. Below are examples of research, creative, instructional, teaching, and service activities as understood in Graphic Design and Design for Responsible Innovation. These are the considerations for merit increases:

1. Research Activities and Creative Activities

Excellence in research, creative work, and associated activities will be achieved by making contributions of an appropriate magnitude recognized on a national/international level. Such excellence and recognition will be determined by participation in one or more of the following activities:

Citation or reproduction of scholarly, creative, or pedagogical research work with clear reference to the author. The significance of the citation or reproduction is based on the national/international importance of the publication, as argued by the author.

Community-Based Research as scholarship. Community-Based informs research and then, in turn, informs methodologies, processes, ways of making, and teaching. This work addresses underserved and historically marginalized people and communities concerning diversity, equity, inclusion, and access through research.

Completed Design Commissions. The significance of the commission is to be judged upon the stature of the commissioner and the visibility of the work.

Consulting Work that advances research, design methodologies, ways of making, and teaching.

Exhibitions. Participation in peer-reviewed exhibitions of completed design projects. The significance of the exhibition is to be judged based on the nature of the exhibition, its location, the importance of the host institution and/or its jury or curators, and whether it is a solo or group show.

Grants Received. The significance of grants received is to be judged upon the national/international stature of the granting institution and the amount awarded.

Invited Exhibitions. Participation in invited solo or group exhibitions of completed design projects. The significance of the exhibition is to be judged based on the nature of the exhibition, its location, the importance of the host institution, and whether it is a solo or group show.

Invited Public Lectures, Presentations, Demonstrations, and Workshops, given as addresses at universities, peer-reviewed conferences, and other public venues. The significance of the address is to be determined by the importance of the host institution, conference, and/or organization, its location, and whether it is invited or refereed.

Publications authored. Articles published in peer-reviewed or juried journals, conference proceedings, or periodicals; scholarly books and book chapters; edited scholarly books and conference proceedings; textbooks.

Research Related & Creative Activities Awards. The significance of the award is to be based on the national/international importance of the awarding institution.

2. Instructional Activities

The significance of the faculty's advance in teaching practice must be based on a holistic evaluation of teaching based on campus definitions of teaching excellence, including one or more of the following:

Contribution to diversity, equity, and inclusion in the teaching context. Inclusion of diverse perspectives in scholarly instruction addressing underserved and historically marginalized people and communities.

Curricular development. New course development and contributions to curricular innovation.

Design internships mentored.

Educational service. Community work that informs aspects of teaching. Incorporation and development of learning environments that are focused on social change.

Graduate and undergraduate student supervision.

Incorporation of research in teaching.

Independent study for undergraduate and graduate students.

Public and Community Engagement. Developed and supported co-curricular opportunities for students. Explored connections between Community-Based Research as scholarship and instruction.

Self-evaluation, reflection, and evolution of teaching expertise.

Student feedback and assessment. ICES student feedback surveys for each course taught. Peer evaluation of course design and course instruction.

Service Activities

Service to the program, school, college, university, community, and profession may include one or more of the following:

Public engagement, outreach, and or extension as service. Community work informs aspects of service. Addressing underserved and historically marginalized people and communities concerning diversity, equity, and inclusion issues in service activities.

Service to the profession. Reviewing journal and conference articles, participating in editorial boards, external promotion and tenure cases, or university curriculums. Contribution to professional societies of the community, i.e. local, state, national /international. Invited member or jury of research granting institutions or art or design competition.

University and/or campus service. Contributions to the program, school, college, and university. Presentations to student groups or courses on campus. Advocating and supporting students both as instructional and as community members of UIUC, faculty groups that foster DEI on our campus, fostering underserved. Invited reviewer of grant proposals.

E. Industrial Design

1. **Design Practice and Research** are both building blocks for knowledge creation in the discipline of design. Design activity in academia accounts for practice (e.g., the output and peer recognition of relevant designed products) / the scholarly investigation resulting in new knowledge generation. Assistant professors are expected to do some work regionally and more work nationally. In contrast, associate professors are expected to do some work nationally and more work internationally to procure the next position of tenure. Specialized Faculty aren't required to have a research profile in the same way Tenure Line Faculty are. They do have a research appointment but can have a minimal profile in favor of their research supporting innovation in the classroom

The following activities will determine the recognition in design practice and research:

Design Practice.

Design Commission: Design work done for external clients. The client's stature/approval of the design for production by a manufacturing firm and the recognition or importance of the work are critical to establishing merit.

Design Experiments: Work done without a client. Here some external evaluation must be made. For example, acceptance into a publication or design show/review, design award, or design competition.

Design Entrepreneurship: Design work done as part of a startup team. The team defines the problem independently and develops its solution in a business venture.

Design Research.

Design research constitutes scholarly investigation into, for, and through design, which can include but is not limited to

- the development of new tools, frameworks, theoretical models, methodologies, and approaches to design.
- a variety of academic research in design: ethical, social, cultural, political, historical, perceptual, philosophical, etc.
- the development of and communication about new technological products for everyday use
- Research into The pedagogy of design education, particularly in interdisciplinary fields

Dissemination of research.

- publications: journals, conferences, books, book chapters.
- participation in symposia, panels, and seminars; talks, presentations, and workshops at conferences.

2. Teaching

The Industrial Design program embraces the four elements from the definition of Teaching Excellence at the University of Illinois Urbana-Champaign.

(<https://teachingeval.illinois.edu/teaching-excellence-defined/>)

- well-defined
- well-delivered,
- inclusive and ethical, and
- reflective and evolving

Well-designed:

- Creates clear learning objectives that are challenging and attainable and intersect with the course goals.
- Provides readily available, coherently organized, high-quality course materials (including syllabi) that establish student workload, learning objectives, performance criteria, grading procedures, and class policy expectations.

Well-delivered:

- Student evaluation of instruction by using a campus-generated evaluation form. (ICES)

- Models and fosters design, critical, and creative thinking
- Provides constructive feedback to enhance student's learning experience
- Fosters the mindset that embraces lifelong learning

Inclusive and ethical

- Acts with integrity and respect toward students
- Implements course policies that are equitable and applied fairly
- Leads to public and community engagements
- Provides mentoring to students and holds workshops for community members

Reflective and evolving

- Implements pedagogical techniques that are current, research-informed, rigorous, and relevant,
- Uses teaching development activities, evaluations, and other indicators to inform teaching practice and student learning experiences.
- Creates an environment that invites constructive student feedback to the instructor
- Coordinates course work with outside sources, extending the traditional classroom teaching boundaries.

The field of Industrial Design offers opportunities for designing for underserved communities and teaching social concerns, equity, and inclusion. Faculty are encouraged to embed these concerns in studio projects and curricula. Such activities are encouraged as they align with College and campus priorities to promote diversity, equity, and inclusion.

3. Service

Service excellence is achieved through the exceptional contribution to the mission of the School, College, and University. Faculty members in Industrial Design will be evaluated according to one or more of the following:

- Active participation in committees
- Service in Administrative capacities
- Lab or facility development
- Recruitment
- Workshops
- Public Engagement
- Student guidance and mentoring
- Service to professional societies and community groups outside of the school
- Any work that serves as an enhancement to the School/Program's mission
- Interdisciplinary activity with other units within the University

F. Studio Art (Replaces Section C, Crafts, Section G., Photography, and Section H, current Studio section)

Faculty members in Studio Art fields, including Painting, Sculpture, New Media, Photography, Printmaking, Fashion, Illustration, and related practices represented by current and future concentrations in the Studio Arts degrees, will be evaluated based on their achievements in creative work, teaching, service, and associated activities appropriate to their appointments.

1. Research, creative work, and associated activities

Excellence in research, creative work and associated activities will be achieved by making contributions of an appropriate magnitude, or by gaining recognition for these achievements on a national or international level.

Such excellence and recognition in research, creative practice and related activities will be determined by participation in one or more of the following activities:

Exhibitions
 Performances
 Screenings
 Awards
 Grants
 Fellowships
 Special honors or recognition
 Subject of reviews, books, articles, or chapters
 Reproduction of creative works in publications or public venues

Publication of creative works
Scholarly work
Lectures
Workshops
Conferences
Panel discussions
Visiting Artist presentations
Residencies
Curatorial activities
Collections
Commissions
Public Engagement
Other contributions of appropriate magnitude

In general the importance of any activity can be determined by factors including geographical location, institutional context or sponsorship, recognition or reference to the candidate's work in critical forums, archives, institutional contexts and publications, including in print and on line, when the prestige, visibility or significance of the institution or venue, or size of the audience is adequate to indicate a significant contribution and presence in the candidate's field, representing appropriate magnitude and quality. Typically, all activities should be invited and largely sponsored, initiated, curated, evaluated, cited, or published by an outside party and not by the candidate, as this is analogous to peer review in scholarly fields, although self-publication is acceptable when the work is impactful, and its reception represents an achievement of appropriate magnitude.

2. Public Engagement Research Option (PERO)

2.a. Research, creative work, and associated activities

The University of Illinois' Public Engagement Research Option (PERO) provides a university- wide framework for evaluating scholarly and creative work that is publicly engaged, collaborative, and socially impactful. Publicly engaged research may generate products (such as educational programs, community institutes, ongoing, community-centered

activities; public policy or strategies for policy implementation or review, etc.) whose impact may not be adequately captured by traditional metrics. Faculty may want to select PERO when a substantial proportion of their record is comprised of such products.

PERO allows traditional metrics to be supplemented by alternative metrics that provide insight into the faculty member's cultural or societal impact. A faculty member should declare their decision to take PERO as soon as possible but no later than two academic years before submitting their materials for promotion. A PERO Memorandum of

Understanding must be executed between the faculty member and the Director of the School of Art & Design, ensuring that the FAA Dean is apprised. A PERO MOU is nonbinding for the candidate until the deadline for the submission of their list of external reviewers, and a faculty member may decide to revert to Traditional Evaluation at any time before that deadline.

For the purposes of evaluation in Studio Art, PERO recognizes creative work that engages the public, addresses societal or cultural challenges, is produced in collaboration with communities, institutions, or publics beyond the university and generates impacts outside of traditional modes of publication, display, and dissemination. Faculty members may participate in a wide range of range of outputs and methods, including but not limited to collaborative processes, reciprocal community partnerships, and creative work that demonstrates engagement with audiences, participants, and constituencies other than, but not excluding, those assumed in traditional evaluation methods. In these cases, rigor is understood not solely through traditional peer review, but also through documented impact, ethical engagement, and disciplinary innovation as assessed by relevant and appropriate experts from both inside and outside the academy. Publicly engaged work must be assessed on a timeline appropriate to its methods, context, and effects rather than on that of traditional academic products.

The Provost's Office offers additional guidance on choosing PERO as the basis for faculty evaluation for promotion, tenure, and merit.

3. Instructional Activities

Excellence in Studio Art pedagogy is achieved through a commitment to serving the needs and interests of all student artists in a dynamic field.

The Office of the Provost's "Definition of Teaching Excellence at the University of Illinois at Urbana-Champaign" defines excellent course teaching as:

- Well-designed
- Well-delivered
- Inclusive and ethical
- Reflective and evolving

Faculty members' teaching and instructional activities will be evaluated according to one or more of the following:

Peer Evaluation of Teaching and Student Work

Curriculum development

Course development

ICES

Student feedback

Inclusion on the List of Teachers Ranked as Excellent

Inclusion on the List of Teachers Ranked as Outstanding

School, College or Campus Excellence in Teaching awards

Teaching awards from outside entities representing rigorous, impartial peer review

Laboratory or facility development, management, or maintenance

Workshops

Public Engagement

Student guidance and mentoring, including internship supervision, professional practice and Independent Studies (except where conflicts of interest exist)

Thesis supervision, participation in graduate thesis or dissertation committees

Other contributions to instruction

4. Service Activities

Excellence in Service is achieved through exceptional contribution to the School, College or University mission.

Faculty members' service will be evaluated according to one or more of the following: Active participation in committees, especially committee chairships

Service in administrative capacities

Laboratory or facility development, management, or maintenance

Workshops

Public Engagement

Student guidance and mentoring, including "pastoral" care

Development or sponsorship of extracurricular activities

Recruitment

Service to professional societies, community groups or other constituencies outside of the School

Any work that serves as an enhancement to the School's programs or mission

Any work that serves the common good in furtherance of the University's mission in accordance with Provost

Communications #9 or #26.

II. Policy on the Evaluation and Promotion of Specialized Faculty

The criteria and process for promotion of Specialized Faculty are consistent with those outlined in the Statutes of the University of Illinois, the Bylaws of the College of Fine and Applied Arts, and the Bylaws of the School of Art and Design. Decisions to promote Specialized Faculty should be consistent with the missions of the University, College, and School, and should be undertaken only when the best interests of the University of Illinois are served by doing so.

Annual and promotion review of Specialized Faculty should give particular consideration to the performance of the individual in the main area of the candidate's job duties as set forth in the appointment paperwork and job description.

I. Available Titles

Provost's Communication No. 25 (Employment Guidelines for Specialized Faculty Holding Non- Tenure System Positions) defines the qualifications and responsibilities of the position titles available in the Specialized

Faculty employment category. Consistent with its mission and needs, appointments in the School of Art + Design may make use of all such titles.

Additionally, consistent with the School's mission and needs, Academic Professional employees may be appointed with modified zero-percent Specialized Faculty titles.

Promotion guidelines, policies and procedures shall be consistent with Provost's Communication #25.

Available Specialized Faculty titles include:

A. Teaching Focus

- Instructor (does not hold terminal degree in field)
 - Senior Instructor (does not hold terminal degree in field)
 - Lecturer (holds terminal degree in field)
 - Senior Lecturer (holds terminal degree in field)
 - Teaching Assistant Professor (holds terminal degree in field)
 - Teaching Associate Professor (holds terminal degree in field)
 - Teaching Professor (holds terminal degree in field)
- (Adjunct modifier for less than a .50 FTE appointment. Visiting modifier not applicable to these titles.)

B. Research Focus

- Research Assistant Professor
 - Research Associate Professor
 - Research Professor
- (Adjunct modifier for less than a .50 FTE appointment. Visiting modifier not applicable to these titles.)
Infrequently used research-focused titles include research associate; post-doctoral research associate; post-doctoral research fellow.

C. Clinical Focus

- Clinical Assistant Professor
 - Clinical Associate Professor
 - Clinical Professor
- (Adjunct modifier for less than a .50 FTE appointment. Visiting modifier not applicable to these titles.)

D. Balanced Teaching, Research, and Service Focus – Limited Duration

- Visiting Assistant Professor
- Visiting Associate Professor
- Visiting Professor

II. Annual Evaluations

Guided by Provost's Communication No. 21 (Annual Faculty Review) the School of Art + Design shall review annually the contributions to the mission of the University of each of its Specialized Faculty members. Academic Professionals who hold a Specialized Faculty title must also be reviewed annually, per Provost's Communication No. 22 (Annual Review of Academic Professional Employees).

III. Promotions

A. Instructors and Lecturers

The School's policy on promoting an Instructor to a Senior Instructor position, and promoting a Lecturer to a Senior Lecturer, follows guidelines in Provost's Communication No. 25: "When lecturers and instructors have made significant contributions to the department's teaching mission, including contributions to the curriculum, appointment or promotion to a senior title is appropriate. Appointment to a senior instructor or senior lecturer title must be supported by a candidate-prepared dossier that demonstrates that the individual's experience and qualifications meet the departmental criteria. College-level approval must be obtained for promotion or appointment to senior instructor or senior lecturer. Promotion to a senior-level appointment should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Similarly, as a general matter, departments should consider offering a multi-year contract with senior-level appointments." (p. 4).

Annual review of teaching performance should include at least two classroom observations per review period, along with review of instructional materials, student achievement, and other pertinent evidence. Visits should be made by at least two faculty members, ideally on more than one occasion for each of several courses.

Promotions from Instructor to Senior Instructor and Lecturer to Senior Lecturer do not require external letters or a vote of the School's Promotion and Tenure Committee. They are referred to the Director and Executive Committee for action.

B. Teaching, Research, and Clinical Specialized Faculty

1. Process

The School's policy on the promotion of Specialized Faculty in teaching, research, and clinical appointments follows guidelines in Provost's Communication No. 26 (Promotion to Teaching, Research or Clinical Associate or Full Professor Titles), as well as the School's Guide to Policies and Procedures process and criteria for promotion. According to the Communication, "Typically, it will require a number of years, roughly five or six years, for individuals to build a record that establishes that the criteria for promotion have been met. It is expected that, in the normal course, the time interval from the initial time of appointment to the first promotion and from the first promotion to the next would entail an equal amount of time and effort" (p. 4).

Annual and promotion review of Specialized Faculty should give particular consideration to the performance of the individual in the main area of the candidate's job duties as set forth in the appointment paperwork and job description.

Teaching Specialized Faculty

Annual review of teaching performance should include at least two classroom observations per review period, along with review of instructional materials, student achievement, and other pertinent evidence. Visits should be made by at least two faculty members, ideally on more than one occasion for each of several courses.

The School's Promotion and Tenure Committee shall review cases for promotion from the assistant to the associate professor rank in all Specialized Faculty categories.

Promotion candidates are entitled to appeal and grievance procedures specified in Provost's Communication No. 26.

2. Criteria

Evaluation criteria stated in the School's Policies, Procedures, and Criteria for Promotion and Tenure document shall be applied in a manner consistent with the promotion candidate's category of Specialized Faculty appointment. Additionally, criteria stated in Provost's Communication No. 26 shall be applied.

a. Teaching Associate Professors and Teaching Professors

Provost's Communication #26 describes that the title of Teaching Professor reflects the need to evaluate those with a Teaching appointment primarily according to their contributions to this aspect of the University's core missions.

Teaching professors (assistant, associate, and full) are required to hold a PhD or equivalent highest degree and expertise in the relevant discipline.

Promotion to teaching associate professor and teaching professor is based on the impact and maturity of the individual's record of teaching, classroom innovation, student interactions, and scholarly accomplishments in pedagogy. Given the nature of the disciplines represented in the School of Art and Design, such accomplishments may take the form of classroom innovation based on research and/or creative activities as defined in evaluation criteria for tenure-line faculty.

Specialized faculty with the title of Teaching Professor whose appointments include a percentage research component may have that component evaluated for visibility, prestige, or quality of their research or creative activities as assessed by internal and external evaluators. The criteria for excellence may be their applicability to and effect on the quality of the candidate's teaching.

At a minimum, a candidate for a teaching associate professor position should be able to demonstrate instructional contributions to the School, college, campus, and/or broader discipline, or, if this is to be the person's first appointment on campus, have a proven record of making these or similar contributions.

Promotion to the rank of full teaching professor should be based on a fulfilled promise of quality teaching and pedagogy, including making advancements in teaching and learning in the discipline that led to innovative strategies and marked course improvement. (Provost's Communication No. 26, p. 4).

b. Research Associate Professors and Research Professors

Promotion to research associate professor and research professor is based primarily on the impact and maturity of the individual's scholarship, research or creative activities, as specified in the candidate's appointment. Promotion to the rank of research professor should be based on a fulfilled promise of quality research, including making discoveries that lead to grant funding and publications in leading peer-reviewed journals or publications. (Provost's Communication No. 26, p. 5)

c. Clinical Associate Professors and Clinical Professors

In general, promotion to associate clinical professor and clinical professor is based on the level of education, degree obtained, years of experience in the relevant field, areas of expertise, and specialized knowledge necessary to fill curricular needs. Promotion to the rank of clinical professor should be based upon promise fulfilled. The case for such a promotion should include evidence of appropriate accomplishments in the relevant field and with respect to teaching in the department, college and campus, as identified in the departmental promotional policy. (Provost's Communication No. 26, pp. 5-6).

C. Timeline

The timeline for promotion of Specialized Faculty will be consistent with that set forth by the College of Fine and Applied Arts.

III. Grievance Procedures for Faculty Members of the School of Art and Design

Faculty grievances may fall within the following categories (1) complaints of harassment or discrimination, or (2) complaints of infringement of academic freedom; allegations of violations of the role of faculty in governance as specified in the *University Statutes*, unit bylaws, and the recommendations and statements of principles of the American Association of University Professors; or denial of due process. University of

Illinois Statutes are clear in stating that reprisals or retaliation of any kind against faculty members who have legitimate grievances will absolutely not be tolerated.

The University encourages all parties to resolve their concerns on an informal basis if possible. Confidential consultations and resources for problem-solving on campus are offered by various University offices, such as the Office of Equal Opportunity and Access, Academic Human Resources, Personnel Services Conflict Resolution Office, the College of FAA Grievance Committee, the Faculty Advisory Committee, and the Faculty Senate Committee on Academic Freedom and Tenure. In addition, Unit Affirmative Action Representatives can assist employees who believe they have been subjected to discrimination and/or harassment. Any faculty member may contact members of the OEOA, HR, FAC or AFT, or the School's Affirmative Action Officer at any time for individual confidential consultations and assistance. Faculty seeking assistance may find useful information provided on the web site of the Office of Equal Opportunity and Access <http://oeoa.illinois.edu/campusconduct.html>, the website of the Faculty Advisory Committee <http://www.fac.illinois.edu/>, or the website of the Faculty Committee on Academic Freedom and Tenure <http://www.senate.illinois.edu/af0601.asp>. The College of FAA Grievance Committee may be found in the College Bylaws at <http://www.faa.illinois.edu/Faculty+and+Staff/Administration/FAA+Bylaws>

Although the School encourages that members of the faculty who feel that they have a grievance should first confer promptly with the person(s) involved, or the chair of that person's program, the School also recognizes that this may not always be possible. If the faculty member believes that the situation is such that direct contact with the person(s) or program chairs is not appropriate, or if they are unable to arrive at a mutually agreeable solution, the grievant is encouraged to file a timely complaint to the Grievance Committee of the School of Art and Design. Any member of the committee who may be involved in a conflict of interest shall be excused from these deliberations.

To file a complaint:

The grievant shall submit to the committee a written statement particularizing the basis for the grievance that presents any supporting evidence that he or she may have. The School Grievance Committee shall consider the complaint if there appears to be substance to the complaint. If the complaint is found to be substantive by the Grievance Committee, the Grievance Committee shall submit a copy of the grievant written statement to the party(s) involved with a request that they promptly submit a written response within ten days of the complaint.

A copy of that written response will be provided to the grievant prior to any further discussion.

At the request of any of the parties involved, the Grievance Committee shall arrange to meet with the parties to discuss the problem.

Both the grievant and the individual(s) at which the grievance is directed will have the right to be accompanied by an advisor of his/her choice at any and all stages of the grievance process.

If after discussion a mutually agreeable solution is not reached, the committee shall proceed to hold a fact-finding session concerning the allegations. All parties involved are entitled to be present throughout this session to present any relevant evidence, including testimony by other persons. This session shall not be open to the public.

At the close of this fact-finding session, the committee shall deliberate privately and proceed to determine the most appropriate remedy. The decision, reached by a majority, shall be reported in writing to the parties involved and to the Director of the School.

If at this point the grievant wishes to pursue the matter further, an informal consultation should be made with the University of Illinois College of Fine and Applied Arts (FAA) Grievance Committee.

All grievance investigations will function in a timely manner, specifying reasonable time frames for each step in the process, and a known point at which the process shall be considered complete.

Please note that campus grievance committees or agencies beyond the campus frequently require that established grievance procedures within the plaintiff's unit and college be exhausted before considering a formal grievance with those bodies. Examples of these committees are as follows: Campus Faculty Advisory Committee, the Senate Committee on Academic Freedom and Tenure, the Office of Academic Human Resources, or the Office of Equal Opportunity and Employment.

IV. Grievance Procedures for Students in the School of Art and Design

The School of Art and Design wishes all of its students to fully understand that comprehensive and detailed procedures are in place for resolving student grievances of all kinds in either an informal or formal manner, and that the School is genuinely concerned about the educational experience of all students. The Director and faculty of the School and the members of the Grievance Committee are in complete agreement that the appropriate voicing of student grievances is not only acceptable but also positively necessary in order to create the best possible educational climate within the School. Reprisals of any kind against students who openly express their views will absolutely not be tolerated. University policy strongly encourages all students who believe they have a grievance to use all appropriate avenues for resolution at the unit level before initiating formal grievance procedures at the Campus level. When attempts at resolution at the unit level are not appropriate or possible, students are encouraged to seek assistance from campus units.

Undergraduate and graduate student procedures for filing grievances may be found in the Student Code at <http://admin.illinois.edu/policy/code/>. Student may also seek redress or assistance from the Office of the Dean of Students, located in the undergraduate Library. The Office of the Dean of Students provides important educational and developmental opportunities, serves as student advocates, empowers students to be successful, and promotes students' rights and responsibilities. The Office of the Dean of Students Student Assistance Center offers walk-in assistance; counseling, advocacy and referral services; assistance with complaints, class absences, and withdrawals; report acts of intolerance. <http://www.odos.illinois.edu/>

Graduate students may file a grievance with the School of Art + Design Grievance Committee, or they may file their grievance with the Graduate College Grievance committee in accordance with procedures specified on the Graduate College Web site at http://www.grad.illinois.edu/policies/gc_grievances and <http://www.grad.illinois.edu/grievpolicies/>

For reasons of practicality, student grievances are divided into three categories: (1) complaints concerning grades; (2) complaints alleging discrimination or harassment by reasons of sex, race, color, religion, national origin, ancestry, age or marital status; (3) all other kinds of general complaints including educational policy, quality of facilities and equipment, quality of instruction, safety, class scheduling, etc.

1. Student Complaints Concerning Grades. Students are asked to understand and comply with procedures for filing capricious grading complaints as specified in the *Student Code*, Article 3, Part 1, §3-107, at http://admin.illinois.edu/policy/code/article3_part1_3-107.html. A student who believes that a semester grade in a course is improper should first confer promptly with the instructor of the course or, if the instructor is unavailable, with the program chair for that subject or the Director of the School. If the student and the instructor are unable to mutually agree on a solution, the student may file an appeal within thirty (30) class days after the start of the next semester to the attention of the School's Grievance Committee. The appeal should be submitted to the Director's office, c/o 143 Art and Design Building (333-0855).

2. Student Complaints of Discrimination or Harassment. The following procedures may be invoked by students or employees of the University of Illinois Urbana-Champaign who believe they have been discriminated against or harassed on the grounds above. These procedures may also be invoked by students or employees in units of university administration who are located on the Urbana-Champaign campus. Complaints of discrimination or harassment allegedly committed by a student are not subject to resolution under these procedures and instead should be referred to the Dean of Students for resolution under the student disciplinary system. Complaints concerning discrimination or harassment may be addressed either to the individual(s) immediately concerned, the program chair of the area where the problem exists, or to the Director of the School. If a grievance cannot be resolved at any of these levels, students should request a hearing before the School's Grievance Committee. Members cannot serve on this committee if there is a conflict of interest; alternate members of this committee are defined in the *Bylaws* of the School of Art and Design as 'the following three tenured faculty receiving the next highest number of votes in descending order.

Students may also seek assistance from the University of Illinois Office of Equal Opportunity and Access. The Office of Equal Opportunity and Access is responsible for issues pertaining to student complaints of discrimination or harassment. POLICY AND PROCEDURES FOR ADDRESSING DISCRIMINATION AND HARASSMENT AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. This policy covers discrimination or harassment based on race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. Students may find these on the Office of Equal Opportunity and Access website at http://oeoa.illinois.edu/SupportingDocs/policy_for_dis_and_haras.pdf

3. Other Student Complaints or Grievances. Complaints appropriately falling within the rubric of category (3) should be made to the Director of the School (333-0855) or to the program and division chairs.

V. Procedures for Appeal of Penalties for Infractions of Academic Integrity

1. Background

Article 1, Part 4 of the current *Student Code* covers infractions of academic integrity such as, cheating, fabrication, plagiarism or bribes, favors, and threats. §1-404 describes the procedures to be followed by the instructor if he/she feels there has been an infraction of one of the Rules.

The student may appeal the finding or the penalty in these cases. The nature of the penalty determines who hears this appeal. This document only refers to cases heard at the departmental level. According to §1-405, this occurs as follows:

2. For penalties less than a failing grade for the course, appeals of the finding and/or the penalty shall be heard within the department according to the procedures established by that department. A copy of these procedures shall be available to the student in the department office. In no case shall this departmental appeal result in a harsher penalty than the one originally assessed by the instructor.

3. Appeals Procedure for the Student

§1-404 (f)-(i) indicates that the student wishing to appeal the allegation of an infraction and/or the penalty imposed should write to the Director within fifteen days of notification of the right to appeal. Such notification should have been received when the student was informed of the instructor's decision concerning the alleged infraction (§1-404 (d)). Such an appeal within the School is made to the Director.

4. Appeals Procedures by the School

a. Hearing Committee

The Capricious Grading Committee will serve as the hearing committee (the Committee) for such cases. If a member of the Committee is the instructor involved in the grievance, a faculty member chosen by the Director will replace this individual.

b. Preliminary Procedures

- (1) The instructor will provide the Committee Chair with a copy of all the information provided to the student concerning this infraction and the penalty imposed.
- (2) The student will be requested to provide the Chair with a written statement explaining the basis for the student's feeling that the allegation was incorrect or the penalty unfair.
- (3) The Committee will review these statements to see if a hearing is justified. If it is not, the original decision is upheld. The Chair will inform the student and the Director of this decision. The Director will then inform the appropriate offices (See Section V.A. and V.B. of the Code). If it is felt that a hearing is justified, the Chair will request the instructor to respond in writing to the student's statement.

5. The Hearing

In general, the hearing will follow the guidelines used for appeals heard at the college level in cases where the penalty recommended is a failing grade for the course (see section III.H. and Section IV.C. through IV.1).

- a. The Chair will schedule a hearing for the appeal and provide adequate notice to the student. Both the student and the instructor may be present throughout this session and may present any relevant evidence including testimony by other persons. The session will not be open to the public. Witnesses other than the student and the instructor may be excluded from the hearing during the testimony of other witnesses.
- b. The hearing is not intended to be adversarial but fact-finding. Formal rules of evidence shall not be applicable, but the hearing must be conducted so as to satisfy the requirement of due process.
- c. At the close of the session, the Committee will deliberate privately.
 - (i) If a majority upholds the instructor's decision, it will stand and the student and the Director will be informed of this fact.
 - (ii) If a majority of the Committee disagrees with the instructor's decision, the Chair should inform the Director and make their recommendation. (The committee may not recommend a harsher penalty). The Director will inform the instructor of this decision.
 - If the instructor agrees, the penalty will be imposed.
 - If the instructor disagrees, the Director and the instructor will try to reconcile this difference. If there is no agreement, the student will be permitted to withdraw from the course, but the record of the infraction will be forwarded as noted in § 1-406(a)

- (iii) If a majority of the committee disagrees with the instructor's decision and concludes that the student is not guilty, the Chair should inform the Director of this recommendation. The Director will then permit the student:

to be reinstated in the course and be given whatever grade the student is entitled;

to withdraw from the course; or

to change sections in the course, if possible.

If the decision imposed by the instructor is upheld or a different penalty imposed, the Director will then forward a record of the penalty imposed to the administrative unit responsible for the student as instructed in § 1-406

VI. Procedure for the Evaluation of Program Chairs

1. Individual faculty members will be asked by the Director of the School to submit, confidential evaluations of the performance of their respective Program chairs every year. The evaluations will be based on the standardized criteria enumerated in this document.
2. The Director will review the written responses and call a meeting of the Program at which the Director will provide an oral summary of the results of the written responses and listen to any faculty discussion pertaining to the review.
3. The Director will meet with each Program Chair to summarize the results of their evaluation.
4. In programs with no faculty members other than the Chair, the Chair's performance will be evaluated by two faculty members of equal or higher rank from outside the Program and one graduate student from within the Program. One of the faculty evaluators and the graduate student will be selected by the Program Chair, and the other faculty member will be selected by the Executive committee. The Director will ask all of the evaluators to submit signed, confidential evaluations by April 1 at least once every three years. The evaluations will be based on the standardized criteria enumerated in the School's Policies and Procedures document. The subsequent procedures for one person programs will be identical to those of other programs.

Program Chairs shall be evaluated on the extent to which they have fulfilled the following duties:

1. be responsible for faculty teaching assignments and the formulation and execution of the curricular concerns of the Program.
2. provide leadership in the long term strategic planning for the Program.
3. represent the Program to other campus units, prospective students and faculty, and others outside the University;
4. report on the teaching and research of the faculty currently teaching courses in the Program;
5. have general oversight of the work of students in the Program;
6. assist in the administrative and budgetary matters of the Program. and be responsible for the expenditure of Program funds for the purposes approved by the Executive Committee;

7. recognize the individual responsibility of other participants of the Program for the discharge of the duties committed to them by their appointments and allow proper scope to the ability and initiative of all participants of the Program;
8. assist the Director in matters regarding promotion and tenure and the assembling of all relevant recommendations and documents for submission to the Promotion and Tenure Committee.

VII Faculty Absence

A. Faculty Absence--Short-Term Leaves of Absence With Pay for Professional Reasons

Faculty Absence Report Form must be completed and signed by the Program Chair. If the faculty member is a Program Chair, or if the Program Chair is unavailable, the Director or an Associate Director may sign.

B. Faculty Absence—Short Term Leaves of Absence With Pay for Personal Reasons Other than Illness or Other Unavoidable Circumstances

Faculty Absence Report Form must be completed and approved by the Program Chair and the Director if a faculty member is to be absent from a class for personal reasons other than illness.

Authorization of absences that are unrelated to illness or unavoidable circumstances can only be granted by the Director, or during his/her/their absence by the Associate Director. If both are unavailable, the Dean of the College of Fine and Applied Arts can authorize faculty absences.

It is each faculty member's responsibility to notify the School of Art and Design in advance of absences and to arrange a substitute or alternative means of curriculum delivery. Absences caused by illness and other unavoidable circumstances require no prior approval or authorization. However, it is each faculty member's responsibility to notify the School of Art and Design (program chair and front office) and to arrange for delivery of curriculum.

VIII Auditors/Visitors

University rules PROHIBIT VISITORS (OR AUDITORS) IN STUDIO CLASSES. In all other classes the visitor must register as such and the instructor should have the appropriate visitor class card.

IX. Exhibition of Student Work

The exhibition of student work is a vital component of the educational mission of the School of Art and Design. The professional development of artists depends on the opportunity to bring works of art to public attention and to participate in the free exchange of ideas. The School of Art and Design is strongly committed to furthering that exchange. Among the areas available for exhibition of student work are the hallways and display cases of the Art and Design Building, the Link Gallery, the Art and Design Lounge, the memorial garden, and Gallery Nine. Scheduling of exhibitions in any of these spaces requires consultation with appropriate members of the faculty. In selecting the most appropriate and productive exhibition space for specific work, students and faculty are urged to consider the nature of the audience likely to frequent that area.

The School of Art and Design recognizes its responsibility to respond appropriately to controversies that may arise in conjunction with the exhibition of student work. In keeping with standard operating procedures at colleges, universities, and museums, the School of Art and Design will determine when, if, how long, and where artwork will be displayed. The School will relocate or remove from exhibition any work that may be in violation of the law, that may be hazardous to the health and/or safety of viewers or

participants, or that may be disruptive to the educational process. The execution of this policy will be the responsibility of the Director of the School, in consultation with the Executive Committee.

This policy is enacted in the interest of preserving and supporting an environment that promotes serious discussion of the political, cultural, moral, and aesthetic issues involved in the work of students and faculty of the School of Art and Design.

X General Policies Regarding Models

1. Models are expected to work until the class is over or the instructor dismisses them.
2. Rest periods are at the discretion of the instructor, but generally work should begin on the hour. Models are entitled to a 10-minute break after posing for 50 minutes, more frequently if determined by the instructor and the model that a pose is difficult.
3. Models are expected to be cooperative and to follow the directions of the instructor.
4. Models are expected to be present and on time at the classes where they are scheduled to work. If, for any reason, a model is unable to meet her/his schedule, the office must be notified of the absence, and as early as possible. Any infraction of this policy unless the absence is fully justified to the satisfaction of the Model Committee is cause for dismissal.

If a model is scheduled but not needed and is not notified at least two days in advance, the model's fee will be paid.

5. Models will be rated by the Committee on a regular basis according to professional experience, performance (cooperation, punctuality), and value to the School. The Committee will consult with instructors before making their ratings. Models will be notified of the results.

XI Grading

Campus Administrative Manual, www.fs.uiuc.edu/cam/
http://www.oar.uiuc.edu/staff/records/grades_system.html
http://www-files.art.uiuc.edu/undergraduate/BFA_Handbook_for_Undergraduate_Students.pdf
The Graduate College Handbook, <http://www.grad.illinois.edu/gradhandbook>
Student Code, Article 3, Part 1

XII Graduate Assistantships

Campus Administrative Manual, www.fs.uiuc.edu/cam/
The Graduate College Handbook, <http://www.grad.illinois.edu/gradhandbook>

XIII. Office Procedures

Campus Administrative Manual, Section VIII, www.fs.uiuc.edu/cam/
The General Rules Concerning University Organization and Procedure, Articles II and V

1. Front office

The receptionist/secretary will take telephone and in-person messages, but will not leave the desk to deliver messages to offices. Messages will be placed in mailboxes.

Offices will not be opened for students to deliver or pickup work unless they have a written note, signed by the faculty member, or unless the faculty member has verbally instructed the office or facilities staff to do so.

Use of the master key is limited to use by authorized faculty and staff. The master key and keys to faculty, academic staff, and staff offices cannot be loaned to students. A member of the office or facilities staff will unlock a door for students with the proper clearance from a faculty member.

Students may leave messages for faculty in their mailboxes. Students may leave work/projects for their instructors in their mailboxes (143 Art and Design Building). Faculty offices cannot be opened for the deposit and retrieval of student work. The School will not, however, assume responsibility for materials left in room 143.

Typewriters, scanners, and/or computers used by secretarial personnel are not to be used by faculty and students. Multiple use of computers raises the risk of the loss of valuable stored information or unauthorized access to confidential information.

If expecting packages or shipments of any kind to arrive collect, please leave money for the carrier in the main office. The secretary will not accept any item collect unless the money is available to pay for it.

The U.S. mail is delivered mid-day. Usually it is delivered promptly to the mailboxes. Please do not ask the secretary to check through the stack for your mail, but wait until it is delivered to the mailboxes.

2. Copy Machine

Use of the photocopier is for faculty and staff of the School. It should be used for purposes relating to teaching or administration. To use the photocopier, please enter your access code. If you have forgotten your access code, please contact the secretary/receptionist or the assistant facilities manager for assistance. For jobs of over 20 copies each, please request that the assistant facilities manager duplicate the materials on the equipment in room 144 (see also subsection 4 below). It is more efficient for the larger quantities. For class notes, copies of articles, etc., other copy services offer a service to take an original and copy it into whatever packet you wish and sell to students. Please use this service whenever possible. Please encourage students to purchase books rather than copy books for them. REMINDER: office and academic professional staff have priority in using the photocopier, and must be allowed to interrupt.

3. Fax Machine

The fax machine is for your convenience and cost savings. Please use it as needed for School business. The phone line is a University line (244-7688) and functions just as your office phone does. You need to start with 9 to get outside the University. Overseas numbers require 9-011 prior to the country code, city code, and number. For assistance with the machine, ask any of the main office staff. You may receive information via fax. Please be sure to ask the sender to put your name on it. The material will be placed in your mailbox.

4. High-volume Photocopier

The photocopier in Room 144 is a high-quality, high-volume machine. It is intended to handle your large volume work. Please leave requests in the box on the table in room 142, along with details on number of copies and when needed. Please be sure to allow enough lead time to work it into the schedule. Copies will be left on the table in room 143, unless other arrangements are requested. There is no restriction on the number of copies on this machine. Please see the assistant facilities manager for further information.

5. Telephones

An itemized telephone bill for each phone number is reviewed and is available monthly. This procedure is merely a check to see that there is no unauthorized use of your phone.

XIV. Proficiency Examinations

http://www-files.art.uiuc.edu/undergraduate/BFA_Handbook_for_Undergraduate_Students.pdf
The Graduate College Handbook, <http://www.grad.illinois.edu/gradhandbook>
Student Code

XV. Program Offerings

Campus Administrative Manual, Academic Policies, Section II, www.fs.uiuc.edu/cam/
UIUC Course Catalog, <http://courses.uiuc.edu/catalog>
UIUC Programs of Study, <http://courses.uiuc.edu/programs>
http://www-files.art.uiuc.edu/undergraduate/BFA_Handbook_for_Undergraduate_Students.pdf

XVI. Purchases

Campus Administrative Manual, Section VII, www.fs.uiuc.edu/cam/
Business and Financial Policies and Procedures Manual, www.obfs.uillinois.edu/manual/, Section 7

XVII. Air Travel Orders

ATOs are available in certain situations. Please contact the School Business Office. for information.

XVIII. P-Cards

Business and Financial Policies and Procedures Manual, Section 7.6,
http://www.obfs.uillinois.edu/manual/central_p/sec7-6.html. P-cards are used for University purchases over \$250. The cardholder is personally responsible for all charges on his/her card. The p-card can be used for conference fees, entry fees, and subscriptions. Prohibited purchases include purchases requiring a contract signed by an authorized University representative; airfare, lodging, meals, and gift cards. Please submit all packing slips/invoices/receipts to the Business Office.

The p-card should not be shared with anyone but the cardholder nor kept on file with a vendor. Please remember that you should not pay State Sales Tax on purchases. Most local merchants are aware of this and allow for it, if they are notified that you are making the purchase for the University of Illinois.

XIX. Purchases from Stores and Other Departments

Please check with the School Business Office for proper account numbers to use and authorizations prior to the purchase. Provide the Business Office copies of all paperwork from other University departments after the purchase. Please be certain that your name is legible and your section is indicated on the ticket.

XX. Requisitions

All transactions involving the purchase of items of equipment, material, or services must be made in the following sequence:

1. Fill out a Request for Purchase Order available in the School Business Office. Please be as specific as possible on the suggested vendor, address, description and/or specifications, and estimated cost. NO

REQUEST WILL BE APPROVED WITHOUT A CAREFUL COST ESTIMATE. Be sure to specify delivery location if other than the Art and Design Building.

2. Give the request to the School Business Office for approval. A requisition will be prepared.

Do not, under any circumstances, buy or charge equipment, materials, or services before obtaining approval and following the above steps. University employees are barred from signing contracts or any document containing contractual provisions. State laws prohibit the University from honoring any commitment of funds without the consent of the Purchasing Division. PURCHASES MADE WITHOUT FOLLOWING THESE DIRECTIONS ARE THE SOLE RESPONSIBILITY OF THE INDIVIDUAL AND MAY NOT BE PAID BY THE UNIVERSITY.

3. When a requisition is received by the Purchasing Division, a Purchase Order is issued within about a week. Substantial savings can often be obtained by allowing Purchasing to shop for the right vendor. Vendors specified on requisitions will usually be honored.

Please remember that about 2 weeks are required to process an order. Please anticipate your needs well in advance. Purchasing requests that any educational discounts be specified in estimates from vendors. This will save time in placing the order.

Orders with an estimated cost of more than \$5,000 including shipping must be put out for bids. Please allow 2 months for this process.

In emergency situations, the School can obtain a purchase order number from the Purchasing Division to give to a vendor. This is usually for items available locally or for immediate shipping. Please request this procedure only in an emergency and for items not available with a DPO.

4. When delivery is made, the items will be in the mailroom, delivered to your office, or delivered to the location you specify. Please respond as follows:
 - a. Check your order to determine if it is complete or partial, and whether or not it is in satisfactory condition.
 - b. Notify the School Business Office immediately of what you received. Be specific. Sometimes only a portion of your order is delivered. We must know what remains to be received. If the items are equipment over \$500, serial numbers must be provided.

5. The latest guidelines for 'Off-Campus' printing and typesetting can be found at <http://www.fs.uiuc.edu/CAM/CAM/vii/vii-b-7.html>. These rules were set by the State of Illinois and the Purchasing Division and must be strictly followed. Please contact the School Business Office with questions and for further details. Please remember that University employees are barred from signing contracts or any document containing contractual provisions

XXI. Scholars' Travel

Many of our staff members request funds from Scholars' Travel. These funds are paid directly by that office. Usually the School of Art and Design is expected to share part of the cost. Please submit items for reimbursement as you would with any travel. We will type the voucher, put the department's share on it, and return it to you for signature..

XXII. Travel Advances

Cash Advances for travel are available in a few situations. Foreign Travel, travel 7 days or longer, and travel by Graduate or undergraduate students on authorized University Business that must benefit the University are all eligible for Cash Advances. Please submit Request for Cash Advance to the School Business Office 1-2 weeks prior to departure.. The amount of your cash advance will be deposited directly into your bank account. The advance is merely a loan and MUST be repaid immediately upon your return. You must submit a Travel Voucher; money not used must be returned by check or cash with the Travel Voucher

XXIII. Travel Vouchers

A Travel Voucher must be completed for every trip . It must include times and dates of departure and arrival at each location. Receipts are required for expenses to be reimbursed if the item is over \$10. Under this amount, only itemization is necessary. Meals are reimbursed on a per diem basis. . . Receipts are not needed for meals unless it is an entertainment meal in which case you need a list of who attended and the reason for the meal. Reasonable meal costs will be reimbursed . Liquor may not be reimbursed with normal University funds. Please contact the Business Office for special cases. Hotels have limits on rates for reimbursement with receipts being required. Please contact the Business Office for details.. The last page of your airline ticket must be submitted with the travel voucher.

XXIV. Reproduction of Articles and Other Materials for Distribution to Students

Copyright Information Policies, Office of the Chief Information Officer,
<http://www.cio.uiuc.edu/policies/copyright/copyright.html>
Campus Administrative Manual, Academic Policies, Section II, www.fs.uiuc.edu/cam/

XXV. Requests for the Purchase or Use of Student Produced Works of Art

Section A. Undergraduate art work

1. Reserved undergraduate work remains the property of the student and will be returned to the students after it has been exhibited.
2. Requests for uses and purchase of undergraduate work should be directed to the concerned student.
3. Students may agree with consent of the School to turn over to a third party, a work reserved by the School.

Section B. Graduate art or design work

In general, the School of Art and Design, as custodian of University-owned graduate work, encourages the exhibition of such works in the University-owned spaces subject to the following considerations:

1. Graduate art works (paintings, sculpture, prints, and other approved media) acquired by the School are the permanent property of the University. As such, these works may be installed in any University space where the best interests of the University and the School of Art and Design are served.
2. Requests for work will be directed to the School representative who will determine the appropriateness of the exhibition space and the availability of work.
3. Kinds of space considered appropriate:
 - a. Public Spaces
Lounges, meeting rooms, waiting rooms, lobbies, ground floor corridors, and other comparable spaces.

- b. Administrative Spaces
Reception rooms and main offices of University administrative officers, deans and directors.
- 4. Because of the limited supply of available works, the School representative may find it necessary to practice a system of priority assignment or reassignment of works.
- 5. All works remain subject to recall by the School. Scheduled educational commitments or group exhibitions may require the recall of some or all of the loaned works.
- 6. Loaned works become the responsibility of the chief administrative officers of the division which receives the work. Transportation, installation, care, and the return of borrowed works must be provided by the consignee. The School representative will be happy to make recommendations regarding selection, installation, and care of the work.
- 7. All loaned works must be assigned and reassigned by the School representative. Accurate records indicating the distribution of works are essential; therefore, it is necessary that the School representative supervise all exchange of works.
- 8. The School does not currently retain original theses, but instead maintains a photographic file, because of the difficult storage problem in dealing with an increasing number of works of various media and size.

XVI. Requirements for Fire Prevention

Campus Administrative Manual, [Section V.B.5.2](#), 5.4, <http://www.fs.uiuc.edu/CAM/CAM/v/v-b-5.4.html>

XVII. Retention of Student Works of Art

The School of Art and Design will, as a general policy in the exercise of its authority to retain student class work, limit the time of retention to not more than one academic year. Retained work will be handled with all responsible care, but the School cannot be responsible for damaged, lost, or unclaimed work.

Section A. At the time work is reserved, the student should be informed as to the purpose of retention.

Section B. Reserved work will be consigned to general school storage and must be labeled on the back to show the name of the student, course number, length of retention, and the faculty member responsible.

Section C. After the retention period covered in the policy, the student or his/her agent (bearing a letter of request from the student) may reclaim the work and remove it from School custody.

Section D. Work to be returned must be called for at the Art and Design Building or appropriate faculty office. The School is not equipped to handle the packaging and shipping of personal works except at the expense of the students.

Section F. Retained work on hand should be returned to students who have made definite arrangements to transfer to another school.

It is recognized that retained examples are representative of the student's highest degree of proficiency in particular disciplines and have value to the student for a variety of reasons. Thus, faculty members should avoid excessive retention, especially of one student's work.

XXVIII. School Guests

Whenever possible, guests should be housed at the Illini Union. Accommodations and meals may be charged to the School account and arrangements must be made in advance .. Director approval is required.

Copies of all charges must be given to the School's Business Office stating who attended (names), guest names and purpose of function.

When alcoholic beverages are served you must request a separate receipt.

If you have any questions about procedures, please ask the School's business manager.

XXIX. Summer School

Policy as Established Annually Based on Educational Policy, Rotation, and Availability of Funding by Executive Committee

Campus Administrative Manual, Section II
Programs of Study, 1995-1997, p. 19

Transfer for Credit

Programs of Study, 1995-1997, pp. 15-16

The Graduate College Handbook, <http://www.grad.illinois.edu/gradhandbook>

XXX. Use of Classroom and Studio Space

Campus Administrative Manual, Section VIII, www.fs.uiuc.edu/cam/
The General Rules Concerning University Organization and Procedure, Article V.
Section 1, 2, 3, <http://www.uillinois.edu/trustees/rules.cfm#art5>
Student Code, <http://admin.illinois.edu/policy/code/>

XXXI. Use of Room 133 Art and Design Building and other meeting spaces

The need to reserve Room 133 Art and Design for critiques, thesis defenses, slide and film projections, and meetings or conferences requires the following action:

Section A. No studio use of Room 133 can be made.

Section B. They cannot be used for storage of any kind without prior arrangement, and only then under limited circumstances.

To avoid conflicts, faculty and staff must arrange for the use of the room in advance w/ the secretary/receptionist in 143 Art and Design Building.

Section D. Semester or year long reservation of regularly scheduled times can be made providing the room is continuously used as scheduled.

Other classroom spaces can be reserved by contacting the checkout window (318 Art and Design Building). Any keys issued to accompany a reservation must be returned promptly.

XXXII. Use of the Telephones

Campus Administrative Manual, Section VII, www.fs.uiuc.edu/cam/

Use of the phone is restricted to School and University business and should not be used for personal calls. Please do not use the phones intended for use by the secretarial staff. For those faculty and teaching assistants who do not have phones available in their offices/studios or where the phone is restricted to local calls, a phone is available in room 142 Art and Design Building.

XXXIII. Independent Studies (Graduate and Undergraduate)

A. Definition:

“Independent study” is defined as academic credit earned for activities which are not part of the regular curriculum.

B. Purposes:

Independent studies allow students an opportunity to study of a topic not otherwise offered in the curriculum, pursue a topic beyond or in greater depth than is possible within the context of a regular course, or earn credit for a research project or similar activity which occurs in an off-site setting. Independent studies may also be used to compensate for minimal differences in transfer credit for off-site instruction (such as Study Abroad), or when unavoidable scheduling conflicts lead to minor deficiencies in a student’s timely progress towards a degree. Independent studies should not be used when existing curriculum will reasonably suffice.

C. Requirements:

Independent studies should be a relevant professional activity or a rigorous investigation of a specific topic. A written proposal which includes a timeline, and describes student learning outcomes and expectations, is required.

Students should be mature, self-motivated, and capable of working under minimal supervision. Except in extraordinary circumstances, instructors shall be a full-time, tenure-line faculty member. At no time is any employee required to supervise an independent study.

D. Procedures

A student seeking independent study credit must submit a draft proposal to a supervising instructor to determine if the instructor is willing and able to undertake an independent study course. Students must also get advice from their Academic Advisor, if different from Program Chair.

A final proposal, agreed upon by both the student and instructor, must be approved by Program Chair(s) of programs with which the faculty member is affiliated, and in which the student is earning a degree or degrees. If the student is a Graduate student, the student’s Graduate Coordinator or Academic Advisor should also be notified. As with any curricula, instructors who are not members of the Graduate College will not be able to record grades: students seeking to work with such an instructor must also identify a faculty member who will be able to submit a final grade once it has been determined by the supervising instructor. All parties must agree to collaborate as a condition of the internship.

The proposal must then be submitted using the School of Art & Design Independent Study Form.

The Director provides oversight for compliance with these policies.

XXXIV. Internships for Academic Credit (Graduate and Undergraduate)

A. Definition and Purpose:

“Internship for Academic Credit” (hereafter referred to as “Internship”) is defined as academic credit earned for any learning activity or opportunity for which academic credit is not otherwise available, but is determined by the faculty in any Program to be appropriate for and worthy of academic credit.

Like Independent Studies, Internships allow students opportunities not offered in the curriculum, but differ in that they involve external partnerships or non-academic sponsorship and supervision. Activities may include but are not limited to professional activities such as commissions, community-focused collaborations, corporate partnerships, exchange learning programs, exhibitions, expositions, travel, internships, fellowships, laboratory or studio work, student organizations, summer jobs, and workshops, to name some established modes.

B. Requirements:

Internships should enhance and enrich student experience, learning, or competency. Generally, a written proposal should be submitted for approval prior to the scheduled start of the internship, but must be submitted within ten business days. The proposal must describe the terms of the internship, including location, institutional sponsor, faculty sponsor(s), and on-site supervision, timeline, a description of student learning outcomes and expectations, and credit hours. Internships should commence after a student has earned at least 30 credits towards the degree for which they are enrolled and generally must conclude before the start of their final semester. As per the university guidelines, credit hours associated with internships require 45 hours of work to correspond to 1 credit hour. The maximum total hours of internship credits that any student can receive is 4 hours.

Students should be mature, self-motivated, and capable of working under minimal supervision, and have maintained a 3.3 GPA for the previous semester. Ordinarily, instructors shall be a full-time, tenure-line faculty member, though Specialized Faculty are eligible to supervise. At no time is any employee required to take on the additional labor and responsibility of supervising an internship.

C. Procedures

A student seeking internship credit must submit a draft proposal to a supervising instructor to determine if the instructor is willing and able to supervise the internship. Students must also get advice from their Academic Advisor, if different from Program Chair. A final proposal, agreed upon by both the student and instructor, must be approved by the Chair(s) of the program(s) with which the faculty member is affiliated, and in which the student is earning a degree or degrees (unless the student is a non-major, in which case approvals from the student’s home unit are not required). If the student is a Graduate Student, the student’s Graduate Coordinator or Academic Advisor should also be notified.

As with any curricula, instructors who are not members of the Graduate College will not be able to record grades: students seeking to work with such an instructor must also identify a faculty member who will be able to submit a final grade once it has been determined by the supervising instructor. All parties must agree to collaborate as a condition of the internship.

The proposal must then be submitted using the School of Art & Design Internship Form.

Upon successful completion of the internship, and before the beginning of the following semester, the supervising faculty member shall provide a brief report which uses either an evaluative statement or other performance review (a simple verification of the student’s actual and appropriate participation is sufficient) from the external partner, or the terms of the original proposal, to evaluate student performance to be used as the basis for receiving Internship credit.

Programs may impose their own internal procedures to be completed separately from these.

Programs may use any existing Internship rubrics or use a temporary rubric as appropriate and necessary.

The Director provides oversight for compliance with these policies.

