

# Department of Visual Arts | ART HISTORY

*Criteria for Tenure, Promotion, and Beyond*

## **DEPARTMENT MISSION** *approved Spring 2016*

The Department of Visual Arts' core values uphold the principle that art is a reflection of society. As visual artists, historians, and educators we are dedicated to building a diverse and productive atmosphere that respects a culture of intellectual transformation through education about and practice of visual communication. Our goal is to develop professional artists, designers, and art historians who are creative problem solvers, critical thinkers, and engaged, adaptable citizens.

## **ART HISTORY MISSION** *approved Spring 2016*

The Bachelor of Arts in Art History provides an interdisciplinary approach to visual and material culture, which, in keeping with the university's mission, seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible citizens with a global perspective. The discipline of art history fosters fundamental research skills, good writing, and the ability to critically evaluate diverse imagery and ideas. As such, the program offers foundational studies in global art history and practices, more advanced courses which culturally contextualize visual and material objects, and theoretical classes enhancing greater critical thinking, as well as capstone experiences intended to demonstrate advanced research and writing skills.

## **INTRODUCTION**

The Department of Visual Arts at Coastal Carolina University offers a vibrant array of specialties within the field of visual arts. Our department includes Art History, Art Studio, and Graphic Design. The faculties in each content area cover a diverse range of disciplines that include, but are not limited to curators, practicing artists, art directors, and published scholars.

This document is meant to offer insight into the definitions, criteria, procedures, and processes for how the Department of Visual Arts evaluates our faculty on an annual basis, at the third-year review, and in the tenure/post-tenure processes. Coastal Carolina University is a comprehensive liberal arts university that follows the teacher-scholar model.

Additional information regarding Promotion and Tenure can be found in section 6: "Appointments, Promotion, and Tenure" of the University Faculty Manual.

<http://www.coastal.edu/academics/facultysenate/manuals.html>

In addition, information specific to the College of Humanities and Fine Arts can be found on the faculty resources page for Promotion, Tenure, and Beyond:  
<http://www.coastal.edu/humanities/resources/ptb.html>

## **DOCUMENT STRUCTURE**

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- i. Teaching, Scholarly and Creative Activities, and Service
- ii. Performance Review
- iii. Sustained, Exceptional, Favorable, Conditional, Unfavorable
- iv. Third-Year Review
- v. Tenure and Promotion *Assistant to Associate Professor*
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### **II. Criteria for Performance Evaluation**

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- i. Teaching, Service
- ii. Scholarly and Creative
- iii. Service

### **I. DEFINITION AND UNDERSTANDING**

#### **i. Teaching, Scholarly and Creative Activities, and Service**

##### *Teaching*

The depth and dimension of teaching in the visual arts is expansive and reaches far beyond the classroom and studio. Equating what is accomplished in the visual arts classrooms to measurable or numeric data points slights not only the faculty, but the students. The Department of Visual Arts understands that under the teacher-scholar model, teaching effectiveness is important to the institution, program, and the intellectual growth of our students. In our department teaching effectiveness is measured through a myriad of methodologies that includes, but is not limited to: institutional teaching evaluations, departmentally developed teaching portfolios, department chair and tenured-peer evaluations, and demonstrable student acquisition of knowledge and skills (e.g. publications, presentations, exhibitions).

### *Scholarly and Creative Activities*

The Department of Visual Arts is comprised of a variety of pedagogical scholarly and creative models. Our faculty members are research scholars, authors, practicing designers, and exhibiting fine artists. Due to the vast differences in the scholarly and creative productivity of our faculty there is no one model to evaluate everyone effectively. Each area (Art History, Art Studio, and Graphic Design) defines the criteria for sustained scholarly and creative productivity.

### *Service*

Each member of the department is expected to contribute to and engage in service to the university, college, department, community, and/or organizations in the profession. A faculty member's service must contribute to the mission and goals of the department and university. Service contributions outside the university must be defined and justified. For example, being a member of an outside organization, such as a member of the College Art Association, does not equate to department, college, or university committee service unless you are a contributing member of an internal C.A.A. committee.

## **ii. Performance Evaluation *annual review***

At the conclusion of each academic year the department chair of visual arts will evaluate faculty based on performance expectations in teaching, scholarly-creative activities, and service. Individual faculty members will submit a self-evaluation of their annual performance and updated curriculum vita for review by the department chair. Evaluation by the department chair is based on the criteria as outlined in each discipline's promotion and tenure document. Teaching, Scholarly-Creative, and Service activities will be evaluated using the following language: outstanding, favorable, conditional, and unfavorable. The intent of this process is to assist faculty in making successful and sustained progress towards tenure and promotion.

The following is to assist in considering both quantity and quality of one's effectiveness in the three performance areas, all of which are elaborated on within the documents for each discipline area.

## **iii. Sustained, Exceptional, Outstanding, Favorable, Conditional, Unfavorable**

### *Sustained*

Over the course of the review periods leading to tenure and promotion and beyond, faculty must submit evidence of ongoing and meaningful activities leading to specific outcomes in teaching, scholarly-creative, and service activities. Each discipline will define relevant stages of productivity in order to define "sustained" in each of the

evaluation areas. Additional relevant information can be found in the “COHFA Expectations for Sustained and Outstanding Performance” under Promotion, Tenure, and Beyond on the College of Humanities’ Faculty Resources page; see the link in the introduction. Sustained does not equate to exceptional.

#### *Exceptional*

Per the faculty manual, Section 6.8.1.1

*For Assistant to Associate Professor, and according to the Faculty Manual, this rating “indicates outstanding and sustained service. Evidence of strong, effective, dedicated teaching is also required, as is proof of contributions to the discipline through intellectual/professional contributions.” For Professors, “a rating of exceptional indicates outstanding, sustained contributions to the discipline through intellectual contributions, professional contributions to the discipline. Evidence of strong, effective, dedicated teaching is also required, as is proof of substantial service.”*

#### *Outstanding*

The term outstanding refers to citations of performance in an *annual evaluation*, a.k.a. performance evaluation, that is superior to typical levels of achievement in teaching, scholarly-creative, or service activities. The performance standards for typical levels of achievement are established by departmental or disciplinary norms.

By extension, proof of sustained and outstanding activities in the annual performance evaluation process is evidence that suggests the outcome of the various activities of teaching, scholarly-creative, and service areas are of such a quality and quantity that at the tenure and/or promotion review an exceptional rank would have been achieved.

#### *Favorable*

Per the faculty manual, Section 6.8.1.1

*The evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member as stated in the Faculty Manual. For Assistant/ Associate Professors and Professor, a favorable rating will be based on some evidence of intellectual contributions/ professional contributions to the discipline, quality teaching, and average service activity; it should also indicate reasonable expectations of continued development and contributions. For Assistant/ Associate Librarians and Librarians, a favorable rating will be based on evidence of quality service as a librarian and evidence of scholarly activity.*

#### *Conditional*

Per the faculty manual, Section 6.8.1.1

*For Assistant/ Associate Professors and Professor, a conditional rating indicates below-average performance as evidenced by the lack of intellectual contributions, professional contributions to the discipline and/ or substandard teaching. For Assistant/ Associate Librarians and Librarians, a conditional rating indicates below-average performance as evidenced by the lack of quality service as a librarian and/ or a lack of scholarly activity.*

*Unfavorable*

Per the faculty manual, Section 6.8.1.1

*This rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.*

**iii. Third-Year Review**

The Third-Year review process will be conducted during a faculty member's second semester of the third full year. This is a mid-point evaluation of a faculty member's progress towards achieving tenure and promotion. Tenured faculty members of the visual arts department, the Peer Review Committee, and the Dean of the College of Humanities of Fine Arts will review the candidate's file. For more information regarding the Third-Year Review process please see the College of Humanities' Faculty Resources page under the heading "Promotion, Tenure, and Beyond."

**iv. Tenure and Promotion *Assistant to Associate Professor***

Per the faculty manual, a faculty member applying for tenure as a non-librarian will be evaluated primarily based on teaching effectiveness. In addition to teaching effectiveness, faculty members applying for tenure will be evaluated based on intellectual contributions and professional activities/University service. College and Department guidelines and performance expectations determine the specific criteria for tenure and promotion.

The Department of Visual Arts follows the values set forth by the teacher-scholar academic model. Through this model the department believes that intellectual and creative contributions to one's discipline inherently enriches the students of our program. It is the department's belief that in order to achieve tenure and promotion faculty members must present evidence of being both an effective teacher and effective practitioner of their discipline. Service is expected and will be defined in section V of this document.

A candidate for tenure and promotion will submit the dossier, as defined by the college, in the first semester of the sixth year, unless the candidate received time towards tenure and promotion.

**v. Post-Tenure Review *Promotion to Professor and Beyond***

Per the faculty manual, pursuant to SC Code of Laws Title 59-103-30 (<http://www.scstatehouse.gov/code/t59c103.php>), Coastal Carolina University maintains a system of post-tenure review. The purpose of post-tenure review is to ensure continued satisfactory performance of tenured faculty and to reward exceptional performance among faculty with the rank of Associate Professor/Librarian and Professor/Librarian. It is not intended

to impinge upon academic freedom within the classroom or in research, publication, creative performance, or creative production in the arts.

Tenured faculty members will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or post-tenure review.

In keeping with the teacher-scholar academic model, it is the department's belief that in order to achieve promotion in the post-tenure review that faculty members must present sustained evidence of being an effective teacher and effective practitioner of their discipline. Service is expected and will be defined by the department in section V of this document.

## **II. CRITERIA FOR PERFORMANCE EVALUATION**

The Performance Evaluation is a faculty self-assessment process that includes detailed information regarding all activities and accomplishments in teaching, scholarly-creative, and service activities for the period under review. All performance evaluations will be assessed by the department chair. The standard review period for the Department of Visual Arts is one academic year, or May to May. Faculty can find the online "Performance Evaluation" system on the university's website. See the link below.

<http://www.coastal.edu/tealonline/>

Due to the importance of the performance evaluation process, it is imperative that faculty maintain a thorough and accurate account of all annual activities regarding their progress in teaching, scholarly-creative, and service activities. These evaluations, along with the supporting evidence are fundamentally important in the process of evaluating a faculty member's progress towards tenure and promotion and beyond. The performance evaluation process requires faculty members to submit clear and concise evidence in teaching, scholarly-creative, and service activities. The evidence that faculty submit should be based on the criteria set forth by their discipline. Faculty will also be required to submit an updated curriculum vita and institutional student evaluations for all courses taught during the review period. All faculty performance evaluations must be submitted to the Chair no later than the first Friday in May.

### *Rating Scale and Department Chair Evaluation*

The Chair will assess all faculty performance evaluations. By the third Monday in June, the Chair will respond with comments, recommendations, and a rating based on the criteria outlined in teaching, scholarly-creative, and service activities for the

individual faculty's discipline. All faculty are responsible for reading the department chair's review and acknowledging by signing the document electronically.

The rating scale listed below will be referenced by the Chair in the assessment of the faculty's performance evaluation; please see section I.iii for a full explanation of what each term means.

0	1	2	3
.....	.....	.....	.....
Unfavorable	Conditional	Favorable	Outstanding

At the beginning of the fall semester, the Chair will meet with each faculty member that is working towards tenure and promotion to discuss the previous academic year's performance evaluation. Faculty that have achieved tenure and promotion have the option of meeting with the department chair to discuss their evaluation.

*Procedure for Appeal of the Evaluation*

If the faculty member deems the Chair's evaluation to be unfair, the faculty member must file a letter with the Dean requesting a written review of the Performance Expectation by the Dean. The Dean will then provide written comments and interpretation of the faculty member's performance, citing supporting evidence if the evaluation differs from that of the Chair. All appeals must be submitted to the Dean's Office within 15 working days of the receipt of the evaluation.

**III. CRITERIA FOR EVALUATION OF TEACHING, SCHOLARLY AND CREATIVE, AND SERVICE ACTIVITIES**

**Promotion to Associate Professor and Tenure, Professor, and Beyond**

- i. Tenure will not be given without promotion, nor will promotion be given without tenure.
- ii. Annual performance evaluations should average a 2 or above (on a scale of 0-3, with 3 being the highest).

**i. TEACHING**

The successful teacher-scholar in the Department of Visual Arts will maintain content currency in all courses; employ pedagogical diversity to improve student learning; maintain high performance standards for students; uphold a high standard of professionalism in the preparation of teaching materials and in the mentoring of students; observe institutional regulations regarding class meetings and final examinations; and exhibit civility, approachability, and fairness in interactions with students.

**Activities Performance Indicators include (as relevant to candidate and discipline):**

- Classroom teaching
- Directing graduate thesis, senior thesis, or senior exhibition
- Mentoring of student research or creative project
- Supervising independent study
- Course and curriculum development
- Participation in teaching seminars and workshops

**Documentary Performance Indicators include (as relevant to candidate):**

- Student evaluations (University and Departmental)
- For Studio Faculty: Documentation of successful student work produced during the evaluation period.
  - The documentation of this work should be as descriptive as possible to inform and educate evaluators.
  - Imagery of successful student work should include the name of the assignment, class, semester, and student's name (if possible).
  - A minimum of 10 high-quality images should be included per each studio course that has been taught a minimum of three times within the six-year review period (30 images).
- Teaching awards and commendations
- Classroom observation and evaluation (Tenure-Track and Lecturers)  
*(A standardized evaluation form or rubric should be used for this assessment)*
  - Chair – one classroom visitation and teaching evaluation per academic year.  
*(The Chair is responsible for initiating and scheduling his/ her observation/ assessment with the candidate)*
  - Peer – within the six-year review period, faculty must have four class visitation/ teaching evaluations conducted by a senior faculty member.  
*(The faculty member being evaluated should initiate and organize class observation with senior faculty member)*
- Evidence of pedagogical growth through sample syllabi, assignments, examinations, and other course materials within the six-year review period.



- Evidence of student learning (e.g. student exhibitions, presentation or publication beyond the classroom)
- Graduate school acceptances; career and public service accomplishments of graduates
- Evidence of innovative methods and effective use of technology in pedagogical practices
- Evidence of core and departmental assessment
- Under the teacher/scholar model, regardless of scholarly/creative activities, the applicant cannot be successful with a record of conditional or unfavorable teaching.

ii. **SCHOLARY AND CREATIVE**

**Considerations for annual evaluation:**

Because the process of publishing an article or book may extend over the course of more than one annual evaluation period, these considerations may be used to help demonstrate sustained activity for annual evaluation and, ideally, can give an indication as to the candidate's success when applying for tenure (promotion and tenure requirements below).

- Publishing a book that the faculty member authored, co-authored, edited, or co-edited, and having a manuscript accepted for publication (documented with a letter from the publisher) or a book in progress are considered significant. For book projects and annual reports: credit should be given for significant stages in the publishing process. The first stage is receiving a contract/agreement; second stage is the delivery of the completed manuscript; the third stage is the actual printing of the book (with obvious intermediate steps, such as securing images and editing).
- Conferences and professional contacts are essential to help sustain productivity. The quality of such contacts/conferences range in reputation significance (not necessarily going hand-in-hand). The quality of the conference/contact and one's participation will be articulated by the candidate.

**Tenure and Promotion to Associate Professor**

The successful teacher-scholar in the Art History program will develop, continuously refine, and diligently pursue a scholarly agenda; submit work in progress for peer review; incorporate scholarly or creative learning into appropriate classroom settings; and bring scholarly or creative projects to successful conclusion as demonstrated by performance, presentation, and publication. Peer review entails scholarly work that has been approved for publication by an editor, an editorial board, or external referee(s). As a program, we acknowledge the challenges of balancing the requirement to maintain significant scholarly activities with a substantial teaching load, limited support for faculty, and no reassignment leave for untenured faculty members. It is

the applicant's responsibility to explain and provide evidence of the prestige and reputation of the examples provided.

A. Conferences and Grants

- Scholarly presentations and chaired sessions at regional, national and international conferences (an average of one annually) are expected. Invited lectures at respected venues (universities, colloquia, etc.) are encouraged and may replace presentations at conferences with appropriate explanation/documentation.
- National and internal grants and/or fellowships are valuable barometers of academic progress, and are encouraged.
- Such professional activities listed above, while important to the applicant's dossier, will not be considered equivalent substitutions for publications in peer-reviewed venues EXCEPT: one major national grant or fellowship may count in place of one peer-reviewed article.

B. Publications

1. 3 peer-reviewed articles in academic journals or book chapters (this may include up to 1 conference proceeding publication; book chapters and all articles or proceedings in this category must be peer-reviewed).

- An applicant's dossier should not primarily be comprised of articles concerned with pedagogy.
- Editorship or co-editorship of a national or international peer-reviewed academic journal (and its introduction) will count as one article.
- Editorship or co-editorship of a book from an established academic press or peer-reviewed commercial press will count as 1-2 articles.

Or

A published book by an established academic press or appropriately peer-reviewed commercial press. An editorship or co-editorship of a book will NOT count as an authored book.

2. In some cases, an article may be substituted by 3-5 shorter items (book reviews, exhibition reviews, catalog entries, encyclopedia entries, etc.). Such a case would require a critical level of scholarly importance, and the candidate is required to explain relevance to the discipline.

**Promotion to Professor and Beyond**

A. Conferences and Grants

- Scholarly presentations and chaired sessions at regional, national and international conferences (an average of one annually annually) are expected.

Invited lectures at respected venues (universities, colloquia, etc.) are encouraged and may replace presentations at conferences with appropriate explanation/documentation.

- National and internal grants and/or fellowships are valuable barometers of academic progress, and are encouraged.
- Such professional activities listed above, while important to the applicant's dossier, will not be considered equivalent substitutions for publications in peer-reviewed venues EXCEPT: one major national grant or fellowship may count in place of one peer-reviewed article.

B. Publications

1. 4 peer-reviewed articles in academic journals or book chapters (this may include up to 1 conference proceeding publication; book chapters and all articles or proceedings in this category must be peer-reviewed).

- An applicant's dossier should not primarily be comprised of articles concerned with pedagogy.
- Editorship or co-editorship of a national or international peer-reviewed academic journal (and its introduction) will count as one article.
- Editorship or co-editorship of a book from an established academic press or peer-reviewed commercial press will count as 1-2 articles.

Or

A published book by an established academic press or appropriately peer-reviewed commercial press. An editorship or co-editorship of a book will NOT count as an authored book.

2. In some cases, an article may be substituted by 3-5 shorter items (book reviews, exhibition reviews, catalog entries, encyclopedia entries, etc.). Such a case would require a critical level of scholarly importance, and the candidate is required to explain relevance to the discipline.

iii. **SERVICE**

University Service includes but is not limited to a combination of committees at the departmental level, college level, and university level. **Two** activities on average per year should be submitted from one or both of the categories below. At least one activity must be from the broad list of University Service activities.

*Note – Service in professional organizations should be located within the Scholarly/Creative/Professional activity section.*

### **Service Categories**

- *Departmental*: search committees, accreditation committees, internal curriculum, area assessment, etc.
- *College*: college curriculum committee, college assessment, etc.
- *University*: faculty senate, senate sub committees, senate ad hoc committees, etc.
- Club advising
- Publication advising (Tempo, Archarios, etc.)
- Pro bono services for the department, college, and university organizations
- Lectures or demonstrations (either given or organized) outside of the classroom environment
- Participation in faculty biennial exhibitions, scholarly release exhibits, or internal university conferences may count towards university service.
- New course development and/or reassessment of existing courses as well as uncompensated Independent Study courses may be considered part of departmental service.

*Note* – Hours spent on committee work may override the perceived prestige of a committee. One should identify efforts and hours devoted to service.

### **Community Service**

Community service should be limited to service that relates to one's teaching and/or artistic expertise.

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*This document was voted on and approved by the Department of Visual Arts faculty during the November 30, 2016 faculty meeting.*

## Promotion and Tenure: University Financial Crisis and Exigent Circumstances Addendum

The University's activation of the Financial Crisis and Exigent Circumstances policy (Faculty Manual 5.2.10) affects the performance of routine teaching, scholarly/creative, and service activities, and limits the availability of research support and faculty development programs. As such, DoVA faculty who experience an interruption in their research can receive a 1 item reduction to their research load for the academic year affected. Faculty receiving this reduction in research requirements will be required to demonstrate a shift of their responsibilities from research to teaching. This shift should also be clearly addressed in the faculty member's annual report and in the narrative of the P&T document.

Specific changes for both Tenure and Post Tenure reviews are as follows.

- **Visual Art:** A reduction of 1 exhibition. This does not remove the overall requirements for a balanced mix of exhibition categories (juried, invitational, and curated exhibitions at international, national, regional, state, and local tiered levels) or solo exhibition requirements.
- **Graphic Design:** A reduction of 1 item from within the research category of their tenure document. Categories include exhibitions, professional, scholarly, and creative practice.
- **Art History:** A reduction of one published article. This reduction may not be used for the publication of a book.

\*This is a working document and changes may be proposed by any area.