

**PROCEDURES AND CRITERIA FOR EVALUATING
ART AND ART HISTORY FACULTY FOR PROMOTION AND TENURE**

PROCEDURES

Tenure:

Each Candidate for tenure in the Department of Art and Art History is required to maintain throughout the probationary period an ongoing dossier of information pertinent to his/her activities in the areas of scholarship/artistic activity, teaching, and service. Tenure dossiers should *minimally* contain the following:

- Copies of course syllabi
- A copy of the faculty member's teaching and office hours
- Course evaluations by students
- An up-to-date copy of the faculty member's *curriculum vitae*
- Written evaluations of classroom visits
- Reproductions of creative work and/or published scholarship

The First and Second Years:

During the first term, there will be no formal evaluation. In lieu of formal evaluation, the Candidate should consult with tenured members of the Department about pedagogy, evaluation standards, and advising responsibilities.

Beginning in the second semester of the Candidate's first academic year, and on a yearly basis thereafter, the Chair will arrange for tenured faculty members (or a designated committee thereof) to evaluate the teaching performance of the Candidate. Both the appointed evaluator(s) and the time(s) and date(s) of observation will be agreed upon by the Chair and the Candidate. Observation may include attending lecture and/or seminar classes, attending studio classes and/or critiques, and assessment of student work produced under the instructor's supervision. Written evaluations of classroom visits (see form below) will be shown to and discussed with the Candidate, signed by evaluating faculty and the Candidate, and copies filed with the Candidate as well as a Department credentials folder by December 30 and April 30. The Candidate has the option to respond in writing in two weeks and to place this response in the Department credential file. Between April 30 and May 15, a conference will be held between the Chair and the Candidate to review the evaluations and provide feedback.

An optional, formal procedure of teaching assessment and written evaluation is also available upon application to the Center for Teaching Excellence. This may not replace departmental or student evaluations, but may be added to the Candidate's file.

In addition, the Candidate will submit materials used in teaching to the Chair each semester. These should include office hours, current syllabi, portfolios of representative student work, and student evaluations. With regard to student evaluations, the Candidate will administer to students in his/her classes each semester an evaluation form pre-approved by the Chair, to be placed in the Department credentials file.

The Third Year:

A thorough review of the Candidate's record of teaching, scholarship, and service should be conducted by the chair in consultation with the tenured members of the Department in the fall of the Candidate's third contract year. (For those individuals who were awarded three years of credit toward tenure at the time of initial appointment, the review will take place in their second contract year at Providence College.) Prior to the review, the Candidate will make a presentation, based on research or creative activity, to the Department faculty.

Year of Tenure Decision:

The Candidate should submit all materials he/she believes will be helpful to the tenure decision by **September 21** of the academic year in which a tenure decision is made. The Candidate should provide at least one copy of this complete dossier to the Department for review by the tenured faculty, and eleven copies to the Office of the Vice President for Academic Affairs for distribution to the members of CART. He/she is fully responsible for developing, maintaining, and submitting these materials on time. In general, this dossier should include a formal statement of application for tenure, evidence of creative work or scholarly research and publications, of teaching effectiveness, and of service to the Department, the College and/or field. More specifically, the dossier should address the relevant criteria as outlined below, and the Candidate is encouraged to consult carefully the *Faculty Handbook Guidelines* on tenure and promotion. The Office of the Vice President for Academic Affairs also provides advice on assembling the dossier ("Guidelines for Tenure Candidates").

The Chair will consult with the Department faculty to set a date prior to **October 15** for a meeting at which the Faculty will be able to discuss their evaluations of the Candidate and her/his dossier. The dossier will be on file in the Department office and will be made available upon request to tenured faculty, and it is incumbent upon voting members of the faculty to familiarize themselves with this material. In addition, all tenured members of the Department will have the opportunity to observe the Candidate in the classroom prior to this meeting if they so choose, at a time agreed upon by the faculty member and the Candidate.

After the Department faculty have reviewed and discussed the Candidate's dossier, a secret ballot will be taken on a standard form provided by the Office of the Vice President for Academic Administration. Absentee ballots are precluded and the Department Chair does not vote; instead, the Chair will evaluate the Candidate in the areas of scholarship/creative activity, teaching, and service on a separate standard form provided by the Office of the Vice President for Academic Administration. The Chair will then report the results of both evaluations on forms provided by the Office of the Vice President for Academic Administration and forwarded to the Committee on Academic Rank and Tenure (CART).

Following the transmittal of the decision by the President to the Candidate, the Candidate may request in writing from the office of the Vice President for Academic Administration the numerical results of the evaluations in each of the areas submitted by the Chair, by the Department, and by CART. These will be responded to in writing within 10 days of receipt of request.

Promotion:

Prior to **September 1** of each academic year, the Vice President for Academic Affairs reviews the status of all faculty members and determines which faculty members are eligible for promotion in rank. Faculty members who have served three full years as an Assistant Professor and faculty members who have served four full years as an Associate Professor are informed of their eligibility for consideration of promotion in rank. Faculty are only notified once of their eligibility for promotion to a given rank.

Faculty who wish to be considered for promotion in rank must notify the Department Chair and the Office of the Vice-President for Academic Administration in writing by **December 1** of the year of consideration. They must then present their request and all materials relevant to their promotion to the Department Chair by **December 15** of the year of consideration. The Candidate is encouraged to consult carefully the *Faculty Handbook Guidelines* on tenure and promotion; the Office of the Vice President for Academic Affairs also provides advice on assembling the dossier (“Guidelines for Promotion Candidates”). Criteria are based on three categories: scholarship/creative activity, teaching, and service. The Department Faculty will review the dossier presented by the Candidate and will discuss their evaluation at a meeting set by the Chair prior to **February 1**. In general, the greatest weight will be given to scholarship and/or creative activity, and within that category, materials published (or accepted for publication) in peer-reviewed outlets and creative work subjected to peer review. The primary focus will be to determine the quality, recognition, and quantity of work submitted. On the topic of quantity, definition of this category is that scholarship is active and continuing with an appropriate level of productivity.

After the Faculty have reviewed and discussed the Candidate’s dossier, a secret ballot will be taken on a standard form provided by the Office of the Vice President for Academic Administration. Absentee ballots are precluded and the Department Chair does not vote; instead, the Chair will evaluate the Candidate in the areas of scholarship/creative activity, teaching, and service on a separate standard form provided by the Office of the Vice President for Academic Administration. The Chair will then report the results of both evaluations on forms also provided by the Office of the Vice President for Academic Administration and forwarded to CART.

Following the transmittal of the decision by the President to the Candidate, the Candidate may request in writing from the office of the Vice President for Academic Administration the numerical results of the evaluations in each of the areas submitted by the Chair, by the Department, and by CART. These will be responded to in writing within 10 days of receipt of request.

Special Procedures for Promotion to Full Professor: In the case of applications for promotion to full professor, the Chair will invite two or three outside reviewers to evaluate the Candidate’s publications/creative work. The Candidate will provide the Chair with a list of at least four and no more than six potential reviewers; at least two of the reviewers shall be drawn from this list. The Chair has the option to invite a third review from someone not on the Candidate’s list. Reviewers should be recognized in the appropriate areas of specialization, and Candidates are encouraged to submit additional letters of evaluation from other recognized experts in related areas of professional activity. Letters in support of the applicant’s candidacy must be sent to the Department Chair, who shall then forward such to Department electors and to the Vice President

for Academic Administration.

Below are intradepartmental criteria that will be helpful to the Candidate as he/she prepares the dossier, and that may be considered in the evaluation of the Candidate's application by the Department electors.

EVALUATION FORM FOR EFFECTIVE TEACHING:

I. KNOWLEDGE OF SUBJECT MATTER

II. PREPARATION AND ORGANIZATION OF MATERIALS

III. ENTHUSIASM, INTEREST, AND CLARITY OF PRESENTATION

IV. AVAILABILITY, PATIENCE, AND TOLERANCE

V. STUDENT PARTICIPATION

VI. GENERAL COMMENTS

Name of faculty member being evaluated: _____

| Date of evaluation: _____ Course Name: _____

Signature of evaluator

Date

Signature of evaluator

Date

CRITERIA USED TO EVALUATE SCHOLARSHIP

The Art and Art History Department expects that its members will remain actively engaged in high-quality creative work or scholarly research and publication; the level of such activity will be considered in all promotion and tenure decisions, and is especially pertinent to promotion. Scholarship will be evaluated in terms of continuing activity as well as the contribution of already completed scholarly activity, including exhibitions, research, and publications since appointment or last promotion. Evaluation will include judgments about the quality of all professional contributions. The relative weight of professional contributions will be assessed in each individual case through a process of discussion and deliberation among eligible voters, who will consider these assessments in forming their individual judgments.

For the Rank of Full Professor: It is expected that Candidates for full professor will demonstrate a high level of activity in several of the areas outlined below.

Art History Faculty: The activities below are illustrative of the types of professional contributions that are valued in the promotion and tenure process, and are ranked from high to low. The list is not intended to be exhaustive of all potentially valuable contributions and the rankings may vary in individual cases based on the quality or significance of a particular contribution. In addition, the Candidate may present data indicating the importance of their work in the discipline; these data can include the nature of the peer review process, acceptance rates, and citation indices.

I. Publications

Author of scholarly book

Author of scholarly museum catalogue

Editor of professional journal

Author of textbook

Author of article in refereed journal (print)

Author of article in refereed journal (online)

Editor of scholarly book

Editor of scholarly museum or exhibition catalogue

Author of article or chapter in edited book

Author of article in scholarly museum catalogue

Author of essay in reference book

Author of entry in museum catalogue

Author of published research note

Author of published book or exhibition review

Author of commissioned essay for public education

Author or editor of college publication

II. Awards and Honors

Recipient of international or national grant or award

Recipient of regional or college-wide grant or award

III. Lectures and Presentations

Presenter of paper at professional meeting

Guest lecturer at other institution

Discussant or chair on panel at a professional meeting

IV. Professional Consultancies

Supervision of graduate student work at other institution

Consultant on exhibition

Referee for professional journal

Reviewer of book or prospectus for a publishing company or grant proposal

Consultant on arts projects for television or film

Studio Faculty: Exhibitions, either individual or group, of an international, national, or regional stature, are clear evidence of professional excellence. Individual grants and fellowships are not required, *but are encouraged for full professor*, as are one-person exhibitions receiving serious critical attention from outside sources.

The activities below are illustrative of the types of professional contributions that are valued in the promotion and tenure process, and are ranked from high to low. The list is not intended to be exhaustive of all potentially valuable contributions and rankings may vary in individual cases based on the quality or significance of a particular contribution. In addition, the Candidate may

indicate the importance of his/her work in the discipline; this can include the nature of the peer review process, profiles of exhibition venues, and acceptance rates.

I. Exhibitions

Juried museum exhibition

Juried exhibition in commercial gallery

Juried exhibition in non-profit gallery

Juried exhibition in gallery affiliated with educational institution

II. Awards and Honors

Grants, awards or residencies of international nature

Grants, awards or residencies of national nature

Grants, awards or residencies of regional nature

III. Publications

Catalogues of artwork

Feature reviews of exhibitions

Work reproduced in publication

IV. Acquisitions

Work acquired by public and corporate collections

Commissioned artwork

V. Related Activities

Curatorial work

Reviews, essays, and other writing published in print or online

Public lectures or demonstrations

Visiting artist/guest critic appointments

Gallery talks or tours of art venues

Discussant or Chair on panel at a professional meeting or event

CRITERIA USED TO EVALUATE TEACHING

Characteristics of successful teaching for Art and Art History faculty include:

Knowledge – There are two aspects of knowledge: understanding of the subject matter and the teacher's personal engagement with the subject matter.

Preparation and Organization – Constructing detailed course outlines and syllabi, establishing course objectives, and defining evaluation procedures. Also, day-to-day lessons are carefully prepared and organized with a definite plan for each lesson.

Enthusiasm, Interest, and Clarity – The ability to stimulate interest and thinking about the subject matter, and the teacher's skill in presentation. The ability to explain concepts, summarize major premises, and present material in a systematic manner.

Availability, Patience, and Tolerance – Willingness to spend time with students inside and outside the classroom to explain concepts and listen to their views. Advising is an important part of this and includes independent/directed studies, setting up and supervising internships, organizing field trips for classes, and guidance in the application process for graduate school or employment.

Student Participation – A commitment in one's teaching to empower students to respect and recognize a student's need to become responsible for his/her own learning, and can refer to structured discussion periods, projects, and presentations.

(Adapted from Thomas Sherman, *et al.*, "The Quest for Excellence in University Teaching," *Journal of Higher Education* 48, January/February, 1987: 66-84.)

It is recommended, but not required, that all members of the Department of Art and Art History maintain a teaching portfolio that may be kept in the credentials file by the Chair. The following may be submitted by the Candidate:

Representative course syllabi

Record of participation in workshops, seminars, and professional meetings

Descriptions of course revisions undertaken over time

Preparation of new courses

Participation in interdisciplinary teaching

Presentations at the Center for Teaching Excellence

Evidence of continued learning through the taking of courses and the mastery of new material

Activities in support of teaching such as maintenance and improvement of facilities, organizing field trips to regional and local galleries and museums, and initiation of extracurricular activities of an academic nature.

In addition, materials from others that may be placed in the file include:

Written evaluations by the Chair and/or colleagues who have observed the faculty member in the classroom

Statements from colleagues who have systematically reviewed the faculty member's classroom materials, course syllabi, evaluation procedures, text selection, and reading lists

Evaluations from the Center for Teaching Excellence

Student course evaluation data

Honors or recognition by colleagues such as teaching awards

Letters from students concerning teaching

Work produced in Providence College classes

Examples of student post-graduate achievement, including continued exhibitions, publications, and conference presentations

(Adapted from Peter Seldin, *The Teaching Portfolio*, Bolton, MA: Anke Publishing Company, 1991.)

Criteria Used to Evaluate Service

As with the list of professional contributions above, the following lists of service contributions are meant to be illustrative, but not exhaustive, of types of service contributions; they are ranked from high to low.

The rankings represent generally accepted levels of contribution, but they may vary in individual cases based on the quality or significance of particular contributions.

For the Rank of Full Professor: It is expected that Candidates for full professor will demonstrate a high level of activity in several of the areas outlined below:

I. Department Service:

Service as Department Chair

Department organizer of visiting lecturers, exhibitions, and events

Supervision of student groups and activities, including special advising activities, as, for example, minors, undeclared majors, internships, student workers, etc.

Department assignments and Chair of department committees

Department committee activity

Attendance at functions (lectures, seminars, receptions) sponsored by the Department

II. College Service:

Faculty Senate Officer

Academic Program Director or College administrative appointment

Chair of College and/or Faculty Senate committees

Participation in college-wide exhibitions and publications

Participation in development of new programs, majors, minors

Interdisciplinary faculty advising and administration

Faculty Senate membership

Service on College committees

Creating visuals for College events or publications

Attendance at College-sponsored academic events

III. Service to the Profession:

Organizer of an international or national professional meeting

Organizer of a section of a national professional meeting

Organizer of a section of a regional professional meeting

Juror of exhibitions or grants

Officer or committee member in a national professional organization

Officer or committee member in a regional professional organization

Moderating a relevant discussion group on the internet

Membership in professional organizations

IV. Service to the Community:

Lecturing at local institutions and organizations

Organizer of community arts projects, e.g., festivals, lectures, exhibitions, etc.

Officer or committee member of local organizations, civic boards, and commissions

Moderating local discussion groups

Contributing to community activities in or outside one's area of academic expertise

Membership in local organizations