

**Art and Art History  
Department  
The College of New Jersey  
Disciplinary Standards for Scholarship in Art Education**

The attached Disciplinary Standards for Art Education have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the Disciplinary Standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications in years 1-4. Candidates for promotion will use the Disciplinary Standards in effect in the year in which they apply for promotion.

*Lucy Ann Riccardi*  
Department Chair

10/16/2012  
Date

*John Laughton*  
Dean

10.16.12  
Date

*Austin B. Skowron-Sachs*  
Provost

11/13/12  
Date

**The Art and Art History Department will review its Disciplinary Standards in academic year 2015-2016.**

**The College of New Jersey**  
**Department of Art and Art History**  
*Disciplinary Standards for Scholarship in Art Education*

**A. Alignment with Key Institutional Documents and Values**

**In outlining our disciplinary standards for scholarship with regard to tenure and promotion, we note the following:**

The Art Education program's Disciplinary Standards are consistent with Mission of the College and School of Arts and Communication. The Department of Art and Art History will evaluate art education faculty based on teaching, scholarship, and service. Standards of promoting art education through professional development, advancement of knowledge and leadership is supported by the National Art Education Association (NAEA). We recognize that the College is a primarily undergraduate institution. We expect that our faculty members are to be accomplished and engaged teacher-scholars. The program's Disciplinary Standards are consistent with the criteria set forth in the Promotions and Reappointment Document. We recognize that TCNJ has a shorter tenure process than other colleges therefore the scholarly expectations must be realistic for tenure.

**B. Categories of Accepted Scholarly/Professional/Creative Work**

The Art Education program recognizes a range of modes of scholarship, such as the scholarship of discovery, the scholarship of application, and the scholarship of pedagogy. For art education faculty whose primary research is based on studio art areas there should be clear recognition of the fact that their scholarly work will involve creative expression and participation in juried and non-juried shows, other exhibition and publication venues and collaborative art efforts. For art education faculty whose academic backgrounds include pedagogical and theoretical research their scholarly work will involve written work such as scholarly articles, books, conference presentations, book reviews, and other venues for dissemination of applied research. All art education faculty members should participate in regional and/or national professional art or education associations (such as the NAEA and AENJ) as active members and leaders in organizational committees and/or related positions. We recognize that there may be discipline specific challenges, such as the need to travel in order to conduct research in particular schools or art programs and/or install artwork in shows and exhibitions, obtaining IRB approval at the district level, and/or finding space and materials to create artwork especially at the large-scale level.

Scholarly activity within the discipline of art education will be evidenced by, but not limited to, the following categories listed in approximate order of importance based on the academic or studio background of the individual faculty member.

1. Exhibition or creative work in international juried exhibitions, or publication of books.
2. Exhibition or creative work in national juried exhibitions, or publication of book chapters and /or peer-reviewed articles and book reviews in national or international journals. It is important to recognize that some journals require a longer length of time for the review process. The editing of books, journals and/or a volume of essays is also acceptable.
3. Presentation of scholarly papers, art workshops, lectures, collaborative art efforts or panels at national or international conferences.
4. Exhibition or creative work in local juried exhibitions, and/or presentation of scholarly papers, art workshops, lectures, collaborative art efforts or panels at regional (state) conferences, and/or publication of peer-reviewed articles at the regional (state) level.
5. Leadership positions in planning, organizing and/or curating exhibitions of, and disseminating information about artwork created in art education settings such as community displays and mural projects.
6. Receipt of regional or national grants, fellowships and similar recognitions or awards.

### **C. Criteria to Evaluate Different Types of Scholarly/Creative/Professional Work**

For both tenure and promotion (at all levels) Art Education expects that a candidate exhibit excellence in producing a sustained and respectable body of scholarship. Evidence of scholarship should reveal educational/pedagogical knowledge, extensive knowledge in an academic/studio/theoretical area, should suggest that scholarship supports teaching, and should demonstrate progress towards developing a respected reputation within the field of art education. Scholarly excellence will tend to be demonstrated primarily by publication of the candidate's work in peer-reviewed scholarly journals and presentations at academic conferences, and/or showing creative work in local, national, and/or international juried exhibitions, but other indicators of scholarly excellence will be part of the picture. For example, the candidate might have been invited to present at academic or non-academic venues; act as a referee for a journal or editor of a book; or curate an art show. As candidates increase in seniority, we expect that their work will secure them professional recognition. For example, a candidate's work might be addressed or cited in scholarly articles or books, be the subject of a professional symposium, a session at a national conference, be showcased in a solo art exhibition or invited to participate in an international group show; be used in undergraduate or graduate courses at other institutions, or in other ways recognized by Art Education. We also encourage faculty members to present their scholarship to students.

Candidates for tenure and promotion may demonstrate scholarly excellence in a number of different ways. We do not specify the exact number of publications, peer reviewed journal articles, conference presentations, and/or art exhibitions, because the process in which candidates demonstrate their scholarly excellence may differ whether their primary research is based on studio art and/or pedagogical and theoretical research. The reputation or importance of the publication, presentation and/or exhibition venue(s) can be taken into account when reviewing the scholarly work (for example, acceptance rate or impact factor), however we realize that newer or smaller venues may be just as important depending on the specificity of the scholarly work. As the fields of art and education are continuously evolving, venues for the dissemination of scholarly/creative/professional work may also change, thus the criteria of evaluation should recognize that fact. Also, a publication such as a single-author scholarly book published by an academic or respected professional press may be the equivalent of several journal articles. Likewise, a solo art show may be the equivalent of exhibiting one artwork in several group shows.

We expect that candidates will pursue an active program of scholarship whose productivity while at TCNJ is commensurate with the expectations for tenure and promotion outlined below. Candidates will meet annually with the Department of Art and Art History Promotions and Reappointment Committee for progress reviews prior to the tenure decision. The standards are to be interpreted as applying from date of initial appointment at TCNJ, although publications/presentations/exhibitions prior to appointment may be taken into account in assessing the candidates' ability to produce a sustained and coherent body of scholarship.

Recommendation for tenure and promotion will typically require the achievement of the following:

- *Tenure*- Evidence that the individual maintains currency in the field, such as through some specific scholarly or creative endeavors that are likely to result in a paper/workshop presentation, publication, or exhibition and is subject to juried or peer review. The number will vary depending on the complexity of the endeavor and the quality of the venue in which it is presented, but one item from #1-2, and two items from #3-6 would be evidence of an active program of scholarship or creative activity. The individual should demonstrate awareness of developments in the field through attendance/participation at scholarly conferences and/or advanced artists' studio workshops that provide considerable opportunity for active involvement.
- *Associate Professor*- As above, but with at least one more creative or scholarly activity from #1-6.
- *Full Professor*- As above, but with at least two more activities from #1-2 and three from #3-6. Must demonstrate significance within the field of inquiry and/or creative expression. The quality of scholarly/creative output should reflect consistent quality and greater representation than for Associate Professor.

#### **D. Scope, Quality, Importance and Cohesiveness of Scholarly/Creative/Professional Program**

Art Education expects the quality and coherence of a candidate's program of scholarship to mature over time, and the ratings above reflect that fact. We value and look favorably on student engagement in a candidate's scholarly work (e.g., in the publication of articles or conference presentations), but do not regard it as essential for tenure or promotion. Since we are a small program and teach undergraduates only, candidates for tenure and promotion should demonstrate a breadth of scholarly interests commensurate with the needs of the program and larger fields of art and education.

### **E. Authorship**

Art Education recognizes different kinds of authorship patterns (e.g., single-author vs. multiple-author) in scholarly/creative/professional projects, and that collaborative efforts may sometimes require as much or more effort as single authored projects. Candidates who wish to count multiple authored works toward tenure or promotion should clearly articulate for which they are responsible as the position in authorship does not necessarily equate with scholarly contribution. Therefore, authorship position and fundamental contribution to the body of work should be explained.

We recognize interdisciplinarity as art education combines many relevant academic fields, including art and education. Acknowledging that candidates may benefit from collaborating with colleagues from other, candidates who wish to collaborate and conduct research that crosses traditional boundaries to create new knowledge should address their role and contributions in the scholarship.