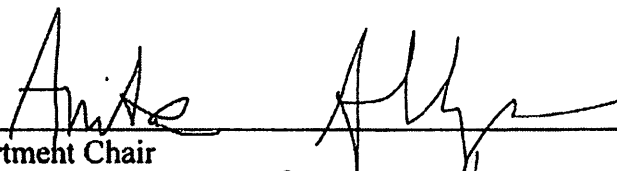


Art and Art History
Disciplinary Standards for Scholarship in Art Education
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion

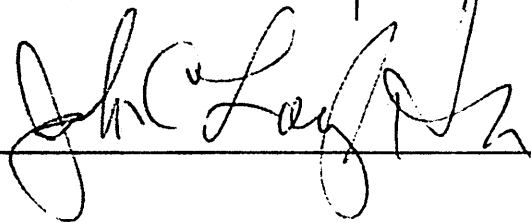
The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

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. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion



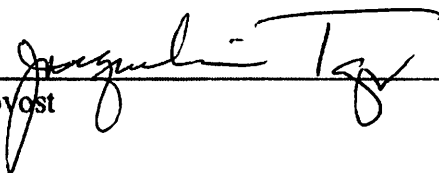
Department Chair

11-10-2015
Date



Dean

11, 10, 15
Date



Provost

6/7/17
Date

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 the mission of the College, School of the Arts and Communication, and Department of Art and Art History. We recognize that the College is a primarily undergraduate institution with targeted graduate programs (note: there is not a master's program in Art Education). We expect that our faculty members are accomplished and engaged teacher-scholars and that our students are accomplished and engaged learners. The program's Disciplinary Standards are consistent with the criteria set forth in the Promotion and Reappointment Document.

The faculty of the Department of Art and Art History embrace the model of a teacher-scholar who is an art educator engaged in critical inquiry, understands the importance and transformative power of art education, implements effective research and teaching practices, and fosters future exemplary leaders in the field of art education in New Jersey. Therefore, TCNJ art educators write academic journal articles, present at educational conferences, write grant proposals, and/or exhibit works in art shows. They engage in scholarly/creative/professional activity while also meeting the mission of the College to serve as mentors to students as they become apprentices and young practitioners. This latter role, by definition, engages the faculty member as a teacher who also guides the creative efforts of students in the classroom and the field. We expect students to demonstrate subject matter expertise, excellence in planning and practice, a commitment to all learners, to have a positive effect on student growth, and to display professionalism, advocacy, and leadership in their field.

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 integration, the scholarship of application, the scholarship of pedagogy, and artistic expression. Teacher-scholars may choose a variety of outlets for dissemination of scholarship, as appropriate to their goals. For art education faculty whose research is based on studio art areas, there should be clear recognition of the fact that their scholarly work may 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 may involve written work such as scholarly

articles, books, conference presentations, book reviews, and other venues for dissemination of research. Various forms of research such as empirical, conceptual, quantitative, qualitative (including action, arts-based, and reflective inquiry), applied, and pedagogical inquiry, and collaborative research work with TCNJ colleagues and students, NJDOE, and community organizations may result in acceptable tangible scholarly outcomes. Understanding the interdisciplinary aspect of the field, for art education faculty whose research involves both studio art and pedagogical and theoretical research, a combination of both exhibitions and publications may be acceptable outcomes.

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. It is also important to recognize that some journals require a longer length of time for the review process. While scholars are expected to have an active agenda, there may be times of lower productivity because of administrative duties, service, maternity leave, or health issues. Periods of lower productivity due to such reasons do not preclude promotion or reappointment, but should be explained in the candidate's essay.

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 (single, co-authored or co-edited).
2. Exhibition or creative work in national juried exhibitions, or publication of book chapters, and /or peer-reviewed articles (authored or co-authored) in national or international journals (print or on-line). Editing and co-editing of journal issues or a volume of essays is also acceptable.
3. Receipt of national or international grants (authored or co-authored), awards or fellowships for the purpose of creating scholarly work, exhibitions, or programs that relate to the profession.
4. Presentation at national or international conferences of scholarly papers (authored or co-authored), art workshops, lectures, collaborative art efforts, or panels.
5. Publication of articles in professional magazines, task force committee reports and white papers, education related blogs, professional multimedia works (e.g., instructional DVD's), or articles in state or professional organizations newsletters that involve the creation of knowledge and contribute significantly to the discipline.
6. 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.

7. Tangible outcomes as a result of scholarship based consulting activities, curriculum, programming or professional development design for external organizations, organizing or curating exhibitions, or artwork created in art education settings such as community mural projects.
8. Receipt of regional (state) grants (authored or co-authored) or awards for the purpose of creating scholarly work, exhibitions, or programs that relate to the profession.

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. The disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.

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 five tangible outcomes are recommended. Two items from #1-3, and three items from #4-8 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***- Evidence of a pattern of previous and continuing quality contributions in terms of tangible outcomes since initial appointment at the College. The number will vary depending on the complexity of the endeavor and the quality of the venue in which it is presented, but five tangible outcomes are recommended. Two items from #1-3, and three items from #4-8 would be evidence of an active program of scholarship or creative activity.
- ***Full Professor***- Evidence of teacher scholar excellence by having a total body of scholarly work with a minimum of eight tangible scholarly outcomes. Four items from #1-3, and four items from #4-8 would be evidence of an active program of scholarship or creative activity. Must demonstrate significance within the field of inquiry and/or creative expression. The quality of scholarly/creative/professional output should reflect consistent quality and greater representation than for Associate Professor. Tangible scholarly outcomes produced prior to tenure and since promotion to Associate Professor are permitted to be considered toward the total body of scholarly work for promotion to Full 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 suggested outcomes above reflect that fact. Publishing, exhibiting, and presenting at the international and national-level is regarded as highly successful, with the venue also taken into consideration. For scholarly outcomes such as journal articles, conference presentations, and exhibitions, criteria regarding the review process, acceptance rates, quality of organization or professional sponsorship, audience, citation of work by others, published reviews, and so on may serve as a guideline for evaluating scholarship. The program values small-scale and large-scale studies/research as they both have implications in the field and can lead to important outcomes.

Student engagement in scholarly work is strongly supported by the department and those that lead to journal articles and conference presentation are highly valued in the promotion process. We look favorably on faculty-student collaboration, 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. The department values collaborative scholarship and recognizes both first and second authors as equal contributors. For publications with more than two authors, candidates should clearly articulate their contribution, as the position in authorship does not necessarily equate with scholarly contribution.

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 programs, 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.