

**TENURE AND PROMOTION POLICIES FOR TENURE TRACK AND
NON-TENURE TRACK FACULTY IN THE DEPARTMENT OF FINE ARTS AT
WASHINGTON STATE UNIVERSITY
Approved Spring 2017**

Departmental Mission Statement

The arts are vital to cultural expression; they enrich our lives while challenging and broadening our views of the world. The Fine Arts faculty fosters an educational environment that encourages creativity, individual growth, and meaningful expression. We provide interdisciplinary approaches to the practice of art and the study of visual culture. At WSU students have the opportunity to put their ideas into form while becoming visually literate, historically grounded, and familiar with the diversity of arts and cultures worldwide.

Programs Offered

The Department of Fine Arts has two distinct curricula: studio art and art history/theory/visual culture. Combined they support the department's central mission, which is to provide essential experience in the visual arts. Three degree options are offered: Bachelor of Arts in Fine Arts (with a studio option or an art history option), Bachelor of Fine Arts and Master of Fine Arts. Students may choose to focus in one or more of the following areas: painting, drawing, sculpture, ceramics, printmaking, photography, and new media. Minors in art and art history are also offered.

A positive interactive relationship between the studio and history/theory/visual culture faculty is essential to the health of the department. Faculty members may participate in both curricula areas. However, these fields have distinct differences relative to creative activity and research. In response, two sets of criteria have been developed for use in the tenure and promotion process. Whereas the historical/theorist faculty relate to the preponderance of scholarly/ research activities on campus, the studio artist, similar to other creative fields, is involved in the creation of original artistic statements, which take expressive form in ways often very different from more traditional academic scholarly activity.

The Importance of tenure and promotion

Decisions to grant tenure and promotion are among the most critical in academic life. They require careful, deliberate planning by each faculty member who expects to be considered for such action, and responsible, objective, and informed consideration by all who are involved in review and recommendations. The Faculty Manual of Washington State University, the Provost's Guidelines on tenure and promotion and the College of Arts and Sciences (CAS) Statement of Tenure and Promotion Policies and Criteria outline in general terms the official criteria and procedures for achievement to tenure and promotion in rank. The following complies with and supplements these guidelines and explains their application in the Department of Fine Arts (FA). In case of conflict with the Faculty Manual or the CAS Statement of Tenure and Promotion Policies and Criteria, the Faculty Manual and CAS Statements will hold. Moreover, the Department recognizes that in matters relating to tenure and promotion of faculty, WSU supports performance consistent with the University's mandate as a land grant institution where teaching/learning, research/creative work, and service/outreach are closely interdependent and mutually supportive.

TENURE TRACK FACULTY

CRITERIA AND PROCEDURES FOR TENURE

In accordance with the above, the criteria and procedures for tenure and promotion in the Department of Fine Arts are described below.

Criteria for Tenure

1. Research, scholarship and/or creative work reflective of a candidate's training; expertise and appointment, and disseminated through professional activities;
2. Teaching, mentoring, and advising undergraduate and graduate students;
3. Departmental, College, Urban Campus, University, Professional, and/or Community service;

Of these, 1) and 2) are of primary importance, but the others are also significant. Tenure will not be recommended unless effectiveness both in research (scholarship and/or creative activities) and teaching, can be satisfactorily demonstrated. Productive professional relationships with colleagues and students.

1. Research, scholarship, and creative activity

a) Creative Activity

Fine Arts and its Context within the University

The fine arts are a diverse, complex, and often interdisciplinary group of fields that respond to the culture in which they exist. Studio faculty in the fine arts must be actively involved in this ever expanding and evolving world through their creative production. This activity must evolve while navigating the complex systems of presentation of this work, and its critical evaluation. The significance of the arts must be recognized for their humanistic endeavor, and role in cultural production and understanding through all histories and cultures. Although the creative activity undertaken by the faculty may contrast greatly with other methods of research, it is this very contrast that is important. Within the university, the arts provide balance to complete the spectrum of human inquiry and the endeavors undertaken within this institution. The visual arts are significant for their ability to engage diverse topics external to the arts themselves that can include mathematical systems, molecular biology, and philosophic and religious questions, to name a few of the widely varying possible subjects.

The Department of Fine Arts studio faculty will be evaluated on not only the quality and merit of their research but also the trajectory their career has taken, and the faculty member's engagement with this process as a whole. The successful development of a coherent body of creative activity is expressed through the range of exhibitions, performances, interventions, and collaborations, and the quality of their venues, and/or associated groups and organizations. Also of importance are peer-reviewed grants received, lectures or workshops given, residencies, reviews and catalogs, and other scholarly activity.

It should also be noted that the primary activities of the art world are clustered in major cities where

wealth, a variety of cultural institutions, and diverse creative communities fuel the arts. Residing outside these spheres of influence, the Fine Arts faculty members are presented with special circumstances that can significantly affect their career. With this in mind, the Department of Fine Arts faculty members who are creative studio artists will be evaluated in terms of the following procedures and criteria as related to their research.

Criteria:

The Department of Fine Arts studio faculty will be evaluated on the quality and merit of their research. Quality of creative activity is demonstrated by exhibitions, performances, interventions, collaborations, commissions and the quality of their venues and/or associated groups and organizations. Also of importance are grants received, conference papers, lectures and workshops given, residencies, curatorial and editorial activities, as well as scholarly publications. Department of Fine Arts art history faculty will be evaluated in terms of their scholarly record (which may include journal articles, books, book chapters, book reviews, interviews, curatorial projects, and museum publications) and a range of scholarly pursuits such as conference papers and lectures, grants and residencies, museum consultations and editorial activities.

For all departmental faculty, peer reviewed work is important to evaluation, but invited creative and scholarly activities can carry as much weight depending on the venue. Of critical importance is the development of a coherent body of work that brings recognition to the faculty member's research on regional, national, and international levels. The department recognizes the College Arts Association's guidelines for tenure and promotion for artists and art historians as the standard for our professional disciplines.

2. Teaching Effectiveness

Teaching effectiveness is essential for tenure and/or promotion. Effective teaching in the academic setting is characterized by (a) knowledge of the subject matter; (b) ability to teach both undergraduate and graduate courses, if applicable; (c) ability to communicate, organize the materials of the course, and stimulate interest; (d) knowledge of testing/grading procedures; (e) ability to provide perceptive and constructive criticism; (f) collaboration with other instructors; and (g) advising and mentoring students.

Evaluation will consist of examining the candidate's teaching portfolio, which should include: (a) student evaluations in both undergraduate and graduate courses; (b) course materials (syllabi, reading lists, examinations, projects); (c) evidence documenting advising and mentoring undergraduate and graduate students, and service on any graduate committees; (d) public service (guest lectures, oral exams, etc.); (e) innovative teaching techniques or new courses, (f) awards or honors for teaching, and (g) peer evaluations, preferably consisting of two classroom observations a year.

Evaluation Criteria:

Evaluation is based on the quality of teaching and will be assessed in terms of:

a) Pedagogical Approach and Methods:

- Instructional materials are appropriate to courses taught and materials should be up-to-date.

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- Grading practices, standards and criteria must be articulated clearly.
- Course materials must clearly convey to students the applicable course goals and learning outcomes.

b) Student Responses to Instruction:

- Student rating of instruction, based on classroom evaluations and other applicable materials, should be good to excellent.
- These ratings must reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individuals' needs.

c) Peer Evaluations:

- Peer evaluations of instruction should be good to excellent

d) Ongoing Professional Development as a Teacher:

- Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates.
- This improvement can include regular and ongoing interactions with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultations on course development.

3. Service

In the Department of Fine Arts, service to the department, college, urban campus, university, profession, and community is a necessary component of overall expectations. Quality of the contribution to the activity is the most important criterion. Faculty members should participate in a range of activities relevant to each of the following:

Department: acceptance of a share of the administrative tasks of the department including but not limited to: academic advising, art history or studio area coordination, coordination of degrees, overseeing gallery spaces and a reasonable amount of committee work.

College, Urban Campus, and University: participation in administrative activities including a reasonable amount of committee work and scholarly presentations to the university community.

Profession/Community: participation in professional associations (as presenters, session and conference organizers, officers, consultants, etc.); scholarly presentations to the public at large; scholarly consultation on an unpaid basis; artistic consultation; service on juries, etc.

Evaluation Criteria

The following are seen as useful evidence in evaluating these activities:

- Letters from committee chairs, peers, or others who can document the activity;
- Published articles describing the faculty member's activities;
- Copies of programs, flyers, etc., which document the activity or contribution.

Quality is seen as a measure of positive impact at the unit level on atmosphere, function, collegiality, programmatic development, and enhancement of the department at the institutional, regional, national, or international level.

4. Productive relationships with colleagues and students.

The Department of Fine Arts explicitly rejects personal and non-professional considerations in tenure and promotion recommendations. That is, collegiality is not to be assessed independently from research, teaching, or service. However, a faculty member must interact with students and colleagues so as to enhance rather than diminish the effectiveness of others. Evidence for evaluating professional interactions might include instances of outstanding cooperation with colleagues in Fine Arts or other units within or outside the College of Arts and Sciences, constructive efforts to resolve departmental conflicts, and examples of special efforts on behalf of colleagues and students.

Procedures for Tenure

1. The candidate is responsible for maintaining a personnel file that provides material bearing on the criteria identified above.
2. The Department of Fine Arts will provide a mentoring committee for each untenured faculty member after consulting with him or her about its membership. The mentoring committee will review progress with the untenured faculty member at least annually and make helpful suggestions based on a review of accomplishments and objectives.
3. Each year the Chair will make the record of the candidate available to all tenured faculty members. The Chair will lead a meeting of the tenured faculty called for the purpose of discussion and evaluation of the candidate's progress toward tenure. The Chair will present to the candidate, in writing, a summary and interpretation of the tenured faculty members' opinions.
4. In the spring of the third year, unless another date was agreed upon at the time of hiring, a more thorough review will be conducted. All of the following steps (#5 through #11) will be conducted except that no letters will be solicited from outside reviewers (see #5 and #6). Behaviors that interfere with the functioning of the unit, whether in teaching, research or service, will be viewed negatively.
5. In the summer before the last year of the probationary period the Chair will solicit at least five confidential evaluations of the candidate's work from scholars outside of WSU. The candidate may nominate reviewers, but final selection will be made by the Chair. Under no circumstances will a reviewer be paid or compensated in any way for reviewing the candidate's file or writing a letter. Those selected will include at least three people not nominated by the candidate and will not include any of the candidate's former professors or collaborators, or anyone who has a relationship with the candidate that goes beyond that of colleague. The reviewers will be provided with copies of the candidate's vita, images of works/projects, teaching portfolio, and written works selected by the candidate in consultation with the Chair, and a copy of the department's promotion guidelines. The consultant reviewers will be asked to provide an evaluation of the quality, originality, and/or significance of the candidate's work, its contribution to the field, and potential for growth.
6. In the summer of the last year of the probationary period, the candidate and the Chair will jointly assure that the file is complete, including at least: (a) an up-to-date curriculum vitae; (b) evidence of scholarly and/or creative activity; (c) evidence of teaching effectiveness, including the teaching portfolio; (d) evidence of professional and service activities; (e) confidential letters of evaluation from at least five appropriate experts outside of WSU; and (f) other evidence of the candidate's

impact; (g) copies of the candidate's prior performance reviews (e.g. progress-toward-tenure). The candidate's portfolio should list all formally approved leaves (e.g. Family Medical Leave Act or FMLA) and extensions to their probationary period pursuant to section III.D.3.f. of the WSU Faculty Manual, and may also provide context and descriptions regarding other impediments in research, teaching, or service productivity, such as assumption of substantial administrative tasks.

7. All tenured faculty members will independently review and evaluate the candidate's credentials, including the comments of outside reviewers.
8. The Chair will preside over a meeting of the tenured faculty for discussion of the candidate's credentials.
9. Following the opportunity to review the candidate's credentials and to discuss them in the meeting of the tenured faculty, each tenured faculty member (including those on leave unless they explicitly opt out) will complete a confidential, signed recommendation as provided by the Dean.
10. The Chair will collate the results of the recommendations and forward those results with documentation and the Chair's summary to the Dean. The forwarded file should conform to the Provost's Guidelines on Tenure and Promotion.
11. After submission to the Dean, the tenure recommendation and decision will be handled in accordance with College and University policies and procedures.

CRITERIA AND PROCEDURES FOR PROMOTION

Criteria for Promotion

1. Criteria 1 through 4, as outlined above for tenure, also apply to candidates for promotion.
2. For promotion to rank of associate and full professor the candidate must demonstrate evidence of sustained effectiveness in the areas described above.

For promotion to rank of associate professor the candidate will demonstrate evidence of national and/or international recognition and reputation for scholarly or creative competence as well as a record of continuing effectiveness in instruction. The rank of professor is a faculty rank. As a result, administrative service usually will not justify promotion to professor, no matter how excellent the work. Administrators can be rewarded by their contributions in other ways. It is understood that faculty members will be asked to conduct both departmental and university service, as this is an important part of professorship duties. However, junior faculty should be cautious about allowing service duties such as area coordination, departmental committees, college committees and community service to monopolize their time. Research and teaching are important metrics in evaluating promotion and developing a successful academic career.

3. The candidate's record must collectively support the assumption that performance will continue at a high level if promotion is granted.
4. Time in rank is not sufficient by itself for promotion.

Procedures for Promotion

1. The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified above. The Department of Fine Arts encourages Associate Professors to meet with senior faculty and the Chair to discuss accomplishments and goals with respect to promotion.
2. Nominations for promotion normally will be initiated by the Chair. The procedure followed will be the same as steps 5 to 11 under the procedure for tenure, except that faculty discussion and recommendations will only include those at or above the rank of promotion to which the candidate aspires.
3. Alternatively, a faculty member may independently assemble and submit to the Dean, via the Chair, credentials without the support of the Chair. In such a case, the Chair is responsible for conducting the normal procedures required for promotion.
4. After submission to the Dean, the promotional recommendation and decision will be handled in accordance with College and University policies and procedures.

Tri-Cities and Vancouver Campus Faculty

Although faculty at all campuses will be evaluated by the same criteria, differences in the demands, resources, and student body will be closely examined and taken into account during evaluation. Tri-Cities and Vancouver campus demands and opportunities will be evaluated by information included in separate context statements provided by the designated each campus administrator and by the faculty member. Faculty members at campuses that do not offer graduate degrees will not be expected to show the same level of involvement in graduate instruction and graduate research supervision as faculty at campuses offering graduate degrees. However, graduate instruction and supervision is encouraged system-wide.

NON-TENURE TRACK AND CLINICAL FACULTY

Promotion Guidelines for Senior Instructor, Clinical Associate Professor and Clinical Professor Appointments

An Instructor may be promoted to Senior Instructor. A Clinical Assistant Professor may be promoted to Clinical Associate Professor and then to Clinical Professor. To warrant promotion the candidate must have performed in an exceptional way that can be documented in the promotional file. The exact nature of this exceptional performance will vary according to the candidate's position description.

Promotion to Senior Instructor, Clinical Associate Professor or Clinical Professor is initiated by the Chair. All individuals to be considered for promotion are required to develop and maintain a teaching portfolio in the same way as tenure-track or tenured faculty. This review will take place on the same time line as the tenure-track faculty tenure and promotion review.

Promotion Guidelines for Instructor and Senior Instructor

Instructor:

The title Instructor is used for short-term teaching contracts. The title Instructor implies the appointment is non-permanent and non-tenure track in nature. An instructor's primary responsibility is teaching undergraduate ~~or laboratory~~ courses as defined by the Chair. These appointments can be renewed indefinitely upon satisfactory annual performance reviews. Instructor appointments may be from one to three years.

Senior Instructor:

An Instructor who has successfully completed at least five years of continuous service as an Instructor in an academic department may be considered for promotion to Senior Instructor in that academic department. An early consideration must be approved by the Dean and the Provost. However, time in rank is not sufficient by itself to be considered for promotion. Since the primary responsibility of an Instructor is undergraduate teaching, the leading criterion of promotion evaluation is exceptional performance in teaching. Signs of exceptional performance may include student evaluations, peer evaluations, internal and external teaching awards, publication in journals about teaching, invitations to present at professional meetings about teaching, etc. Internal WSU signs (college/WSU awards and recognition of distinction) are acceptable for promotion to Senior Instructor. Also, any service component and the ability to interact effectively with colleagues, students and staff will be given significant consideration. Faculty members promoted to the rank of Senior Instructor will be granted a fixed term appointment of up to five years.

The Promotion Guidelines for Clinical Faculty

The Department of Fine Arts will provide a mentoring committee for each clinical faculty member after consulting with him or her about its membership. The mentoring committee will review the clinical faculty member's annual performance and make helpful suggestions based on a review of accomplishments and objectives. The committee will summarize in a memo to the Chair the clinical faculty member's accomplishments, his/her progress toward promotion, and recommendations for improvement.

Criteria

The Department of Fine Arts considers the following factors in considering candidates for promotion at the Clinical level:

- a) Teaching and mentoring students;
- b) Departmental, college, university, professional, and community service;
- c) Productive relationships with colleagues and students
- d) A secondary area of emphasis.

Of these, a) is of primary importance, but the others are also significant. Except in instances in which

prior written agreement specifies otherwise, or assigned non- instructional duties dictate, promotion will not be recommended unless effectiveness both in teaching/instruction and, to a degree in service, can be satisfactorily demonstrated.

Clinical faculty at all regional campuses will be evaluated by the same criteria. The only difference in evaluation will be recognition of the different demands and opportunities for regional campus faculty. Regional campus demands and opportunities will be evaluated by information included in separate context statements provided by the regional campus Academic Director and by the clinical faculty member. All clinical faculty will be expected to be effective classroom teachers and mentors to students.

1. Teaching Effectiveness

Teaching effectiveness is essential for promotion at the clinical level. Effective teaching in the academic setting is characterized by (a) knowledge of the subject matter; (b) ability to teach undergraduate courses at a high level; (c) ability to communicate, organize the materials of the course, and stimulate interest; (d) knowledge of testing/grading procedures; (e) ability to provide perceptive and constructive criticism; (f) collaboration with other instructors; and (g) mentoring students.

Evaluation will consist of examining the candidate's teaching portfolio, which should include: (a) student evaluations in undergraduate courses; (b) course materials (syllabi, reading lists, examinations, projects); (c) evidence documenting advising and mentoring undergraduate students as well as service on any related committees; (d) public service (guest lectures, oral exams, etc.); (e) innovative teaching techniques or new courses and (f) awards or honors for teaching.

Evaluation Criteria:

Evaluation is based on the quality of teaching and will be assessed in terms of:

a) Pedagogical Approach and Methods:

Instructional materials are appropriate to courses taught and materials should be up-to-date.

Grading practices, standards and criteria must be articulated clearly.

Course materials must clearly convey to students the applicable course goals and learning outcomes.

b) Student Responses to Instruction:

Student rating of instruction should be good to excellent.

These ratings must reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individuals' needs.

c) Ongoing Professional Development as a Teacher:

Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates.

This improvement can include regular and ongoing interactions with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultations on course development.

d) Peer review of teaching.

For promotion and tenure, the candidate must be observed as a teacher. In the College of Arts and Sciences, two sets of teaching observations must be submitted, one set of two observations at third year review and a second set at tenure and promotion time. Each year the Clinical faculty must be observed by at least one member of their mentoring committee.

2. Service

In the Department of Fine Arts, service to the department, college, university, profession, and community is a necessary component of overall expectations. Quality of the contribution to the activity is the most important criterion. Faculty members should participate in a range of activities relevant to each of the following:

Department: acceptance of a share of the administrative tasks of the department including a reasonable amount of committee work.

College and University: participation in a reasonable amount of committee work and scholarly presentations to the university community.

Profession/Community: participation in professional associations (as presenters, session and conference organizers, officers, consultants, etc.); scholarly presentations to the public at large; scholarly consultation on an unpaid basis; artistic consultation; service on juries, etc.

Evaluation Criteria

The following are seen as useful evidence in evaluating these activities:

- Letters from committee chairs, peers, or others who can document the activity
- Published articles describing the faculty member's activities
- Copies of programs, flyers, etc., that documents the activity or contribution.

Quality is seen as a measure of positive impact at the unit level on atmosphere, function, collegiality, programmatic development, and enhancement of the department at the institutional, regional or national level.

Clinical Assistant Professor:

Faculty at the rank of Clinical Assistant Professor are on fixed term appointments contingent upon College/Department needs and may be reappointed upon satisfactory evaluation as measured by annual performance review.

Clinical Associate/Clinical Professor

Typically, a candidate will be considered for promotion to Clinical Associate Professor after completing five years at the level of Clinical Assistant Professor. However, under exceptional circumstances this promotion may be made before the completion of five years at the Assistant rank. An early consideration must be approved by the Dean and the Provost. If promotion to Clinical Associate Professor is not pursued or is not granted, faculty may remain at the rank of Clinical Assistant Professor provided satisfactory performance continues. There is no limit on the number of times promotion to Clinical Associate Professor may be sought. Faculty members promoted to the rank of Clinical Associate Professor will be granted a fixed term appointment of up to three years.

Faculty members may be considered for promotion to Clinical Professor after five years as a Clinical

Associate Professor. However, exceptional circumstances may alter this time period. As stated above, the early promotion must be approved by the Dean and Provost. If promotion to Clinical Professor is not pursued or is not granted, faculty may remain at the rank of Clinical Associate Professor provided satisfactory performance continues. There is no limit on the number of times promotion to Clinical Professor may be sought. Faculty members promoted to the rank of Clinical Professor will be granted a fixed term appointment of up to three years.

It should be noted that time in rank is not sufficient by itself to be considered for promotion to either the Clinical Associate Professor rank or the Clinical Professor rank.

For Clinical Faculty: The primary areas of evaluation in considering eligibility for promotion are excellence in the areas of teaching and service along with excellence in at least one of the secondary areas such as research, scholarship, creative work, outreach or training activities. While all of these areas may impact a particular promotion decision, candidates will be evaluated for their balance of accomplishments in both the primary and secondary areas. The ability to interact effectively with colleagues, students, and staff will be a tertiary, but significant consideration. As noted previously, signs of excellence in teaching may include student evaluations, peer evaluations, internal and external teaching awards, publication in journals about teaching, invitations to present at professional meetings about teaching, etc. for promotion to Clinical Associate Professor. In addition, some external recognitions of distinction is necessary for promotion to Clinical Professor.

Procedure for Promotion

The department conducts a comprehensive tenure-style review. All files are uploaded to a SharePoint site as specified by the Office of the Provost. A notebook is submitted according to the normal promotional processes as outlined in the guidelines released by the Office of the Provost. The SharePoint site and the notebook contain the same information as the promotional file for a tenure-track or tenured faculty member. Candidates will be asked to provide a current vita; a signed teaching portfolio (5 pages maximum); teaching evaluations; and, supplemental material related to scholarship or creative activity to support the case.

All other elements of a promotion file should be presented, including: At least five supporting letters solicited by the Chair. Under no circumstances will a reviewer be paid or compensated in any way for reviewing the candidate's file or writing a letter. For clinical track appointments, these may be internal or external to WSU, but external to the department. A few of the letters could include former students. Although letters external to WSU are optional, it is highly recommended. Also included are the Chair's summary, Dean's summary, vice chancellor's summary when appropriate; faculty recommendation forms; and, the candidate's past annual reviews.

The following members of the faculty submit recommendations on promotion to Senior Instructor: Senior Instructors, Clinical Associate Professors, Clinical Professors, Associate Professors and Professors. The following faculty submit recommendations on promotion from Clinical Assistant Professor to Clinical Associate Professor: Clinical Professors, Associate Professors, and Professors. The following faculty submits recommendations on promotion to Clinical Professor: Clinical Professors, Associate Professors, and Professors.

Tenure and Promotion Policies - Department of Fine Arts

As noted in the CAS Tenure and Promotion Guidelines:

Clinical faculty and Instructors in rank for 5 years or more may be considered for promotion. Anyone appointed in the former College of Liberal Arts (CLA) as a Clinical faculty or Instructor prior to Fall 2013 and who were in rank for five years or more in Spring 2015 have the option of following either: 1) the former CLA tenure and promotion guidelines or 2) the College of Arts and Sciences tenure and promotion guidelines.