

**UNIVERSITY OF PITTSBURGH**  
**Department of Studio Arts**  
**GUIDELINES FOR TENURE AND TENURE STREAM PROMOTION**

Adopted May 2026

This document articulates the Department of Studio Arts established standards and expectations for recommending tenure and promotion to the rank of Associate and Full Professor and the principles that the Department follows to achieve that goal. Our intentions are to clarify the process and provide useful guidance so that faculty know how to demonstrate and create records of scholarly achievement worthy of a positive Departmental recommendation. These standards and expectations reflect University and Dietrich School criteria as well as the norms of our discipline.

### **I. University Criteria for Promotion with Tenure**

Standards for promotion and tenure are described in broad terms by the University and by the Dietrich School. Tenured and tenure-stream faculty are expected to familiarize themselves with the policies regarding appointments and tenure set forth at the University level, which can be found in Article II of the Faculty Handbook (with Chapter II describing the purposes and obligations of tenure, Chapter III describing general policies regarding appointment and tenure, and Chapter IV describing criteria for the different ranks in the tenure stream). The relevant criteria for promotion to the rank of associate professor at the University level are as follows:

The conferral of tenure calls for evidence of actual accomplishments that justify the granting of what amounts to a lifetime contract with the University of Pittsburgh: it is a decision that pertains to a future that may be longer than forty years. We must, therefore, be clear in our minds when we assign such a future role to a faculty member, that we think of what we want the University of Pittsburgh to become -- not simply what it is now.

Accordingly, we want to be sure that a candidate is one of the very best in his or her area, taking into consideration the stage of professional development. At all times, moreover, an area of research and teaching must be conceived sufficiently broadly so as to make comparisons with peers a meaningful exercise, on the one hand, and to regard the field as having future viability, on the other.

<https://www.provost.pitt.edu/faculty-appointments-reappointments-nonrenewals-promotions-and-conferrals-tenure#III>

The Dietrich School characterizes the promotion to Associate Professor with tenure using the following language:

“Within the Dietrich School of Arts and Sciences, tenure is awarded for demonstrated excellence together with the promise of continued excellence in scholarship, in whatever form that scholarship takes. Teaching and research...the two principal functions of the University, are also the two principal forms of scholarship.... Excellence in research should not excuse incompetence in teaching, and teaching that is not founded in scholarship can make no claim to excellence.

In judging excellence, the indispensable ingredient for promotion to tenured rank should be creative or intellectual vitality as reflected in the candidate’s teaching, and in the candidate’s contribution to the advancement of knowledge or in his or her artistic activity. Vitality is best revealed through the candidate’s activities—classroom performance, research, writings, and artistic creations. These should be assessed for the evidence they reveal intellectual power and originality. Quantitative measures of productivity and popularity, however useful, are no substitutes for qualitative judgments. Evaluations of the candidate’s record of achievement will be used primarily to judge future promise. Elements of this evaluation shall include the quality and originality of the candidate’s contributions to the advancement of knowledge, the candidate’s status with respect to the standards of excellence in the discipline, and performance as a teacher. Tenure is not a reward for past services, but a kind of contract, a lifetime of security in exchange for a lifetime of continued creative scholarship.

Special care should be taken to establish achievement expectations for tenure for candidates whose work is interdisciplinary, collaborative, multidisciplinary or translational in character, or whose intellectual contributions and innovation are registered in part through significant societal impact, and evaluation processes should take account of unusual aspects of those expectations. For some cases, departmental tenure evaluation committees may need to bring in additional expertise and/or calibrate expectations for external references to ensure that a candidate’s full breadth of achievements is evaluated.” (<https://www.as.pitt.edu/tenure-criteria>)

## **II. Departmental Criteria for Promotion with Tenure**

The fine arts are a diverse, complex, and often interdisciplinary group of fields that respond to the culture in which they exist. Studio Arts 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 also 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 Studio Arts stands firmly by the conviction that a multiplicity of views, backgrounds, and experiences not only enriches the pedagogical experience in creative and practice-based research but, more importantly, is critical to the future of professional practice as a whole. Our faculty members are scholars, critics, curators, and visual art practitioners that include but are not limited to painters and drawers, printmakers and book artists, sculptors, installation, fiber, metal, and glass artists, photographers, videographers, animators, programmers, performance, and new media artists. Faculty are highly regarded as leaders in conducting arts-integrated research, using interdisciplinary and collaborative approaches to explore issues that stretch beyond the boundaries of traditional visual arts and creative media curricula and practices. The faculty's scholarship and research enhance the department's core academic mission of teaching and making.

## **1. Research Criteria**

In the visual arts, evidence of creative activity includes the full range of practices that constitute the field of art in its broadest sense. Productivity in Studio Arts is not quantified as this may not be indicative of the complexity or effort required. When evaluating creative work, it is important to determine the challenges and scope of particular projects on a case-by-case basis (for example, a project that requires developing new technological skills adds time and effort; developing work for a solo exhibition will require more time, perhaps years, than submitting an existing work for a group exhibition; a multi-year collaboration or community-based project may be affected by the availability of collaborators and fundraising). The products of creative research may be uniquely singular or multiple, allowing for wide distribution. Projects may evolve over long periods of time, such as book projects, complex collaborations, or large-scale works. Modes of creative research practice may be individual, collaborative, interactive, performance-based, site-specific (both real and virtual), web-based, and other modes. The recognition and validation of on-going productivity and quality are the primary standards for evaluation. The value of research is based on its esteem within the field, irrespective of venue.

Studio Arts tenure-stream faculty will furnish a record of creative activity and scholarly contributions of, but not limited to public exhibition(s), display, showcase(s), distribution, and presentation(s) as outlined below in the framework created and widely accepted by the preeminent international leadership organization in the visual arts, the College Art Association.

*Adapted from CAA Guidelines for Retention and Tenure of Art and Design Faculty from May 1, 2016:*

*Work products might include but not be limited to artworks, media works, client-based consulting, commissions, consultancies, art or design articles, papers, books, book chapters, reports, inventions, discoveries, presentations, demonstrations, workshops, exhibits, grant applications, fellowships, residencies, situated art and/or design works, online work, curatorial work, etc. When documenting collaborative art and/or design works, and if applicable, materials should be consistent with institutional guidelines for presentation and include clarification and identification about the candidate's role in the collaborative efforts. Such clarification may take the form of letters submitted by collaborators to the applicant and/or unit administrator, defining each participant's contribution to a particular project.*

*Dissemination of work products might include but not be limited to exhibitions, collections, performances, commissions, publications, conference proceedings, presentations, symposia, broadcasts, marketplace data, academic and/or popular press accounts, etc.*

*Documentation of quality, significance, scope, complexity, and/or impact might include but not be limited to awards, citations, client-based work, collections, commercial successes, commercial work, curatorial letters, data about viewers/users, funding/grant awards, impact studies, legislation, licensing, peer reviews, periodical references, press releases and/or media attention, policies, prizes, etc.*

*Documentation about selection processes (e.g., peer reviewed, juried, blind reviewed, editor reviewed, invited, nominated, commissioned, crowd-sourced, competitive, self-initiated, etc.), when available, might include measures of the quantitative selectivity (e.g., an acceptance rate of ten out of one hundred). It should be noted that the majority of dissemination opportunities in art and design, practice and research are within venues wherein impact is determined by numerous, varied, and nuanced considerations. Accordingly, venues are not ranked in a manner consistent with or parallel to scholarly publications in certain academic disciplines where widely accepted and distinctly ranked orders of importance and impact might exist. (As an example, there is no accepted preeminent art/design award or gallery in the United States.) Pertinent factors for evaluating the impact of an art venue might include but not be limited to: its role in shaping contemporary critical discourse and/or practice in the field; the opportunities for significant, critical peer review; a record of advancing a particular form of art production; the ability to attract regional, national, and/or international public audiences; a reputation for innovation and originality in exploring new ideas and modes of production; a resonant and/or imaginative geographic or cultural context for the project; etc.*

All professors must keep a record of creative research and activity with appropriate visual and textual documentation as noted above and the ways that it is initiated, developed, disseminated, and evaluated.

## 2. Teaching Criteria

Teaching effectiveness of a candidate up for tenure or promotion in the Studio Arts (SA) department is characterized and evaluated based on following six criteria: Course Preparation, Pedagogical Approach and Merit, Class Evaluation (OMET), Peer-review, Supporting Students and Peer Faculty, and Collaborative Teaching.

- A. *Course Preparation*: Candidate is expected to have developed syllabi for their courses, included clear and purposeful assignments appropriate to the course, committed to use presentations and other learning tools appropriate to the course levels, built a clear grading system, prepared and ordered class supplies, and made course information available to students using the learning management system of the time.
- B. *Pedagogical Approach and Merit* of a candidate are evaluated through several required factors. They include the total number of courses and students taught, the demonstrated link between the candidate's research and teaching, constructive feedback to students' projects, ongoing growth in subject matter and the ability to address both traditional and contemporary issues within the discipline, creativity in the use of diverse instructional methods, classroom technologies, and hands-on approaches such as the integration of fabrication equipment, innovative strategies that promote students' educational advancement, including interdisciplinary collaboration, service-learning, online instruction, and other emergent teaching forms where appropriate, and cultivate a classroom atmosphere that is safe, supportive, and encourages experimentation and creative exploration. Other considerations are the new courses the candidate has developed, the demonstration of the quality of students' work shared in course project wall/screen displays, presented in the annual student exhibition, and included in the tenure or promotion package.
- C. *Class Evaluations*: Student evaluations (OMETs) of a candidate's courses are reviewed annually by the Chair and are included as a set within the tenure and promotion package. Strong response rates for the small courses of the department are encouraged for balanced and useful feedback to standard questions and in assessing student comments.

- D. *Peer-reviews*: When a faculty teaches a new course or a course for the first time in the Department, they are reviewed by peer faculty through course observations and materials review. These peer review letters are another factor for evaluating and learning about a candidate's pedagogical methods and ability to cultivate creativity and rigor in the candidate's course.
- E. *Supporting Students and peer faculty*: The Studio Arts department as a non-hierarchical, student-centered program highly values community support to empower one another. The factors evaluated in this category include working with undergraduate teaching assistants (UTA), working with students in Directed Study and Directed Research which are forms of independent study, holding effective office hours, providing constructive feedback outside of class, and mentoring students in artist residency and fellowship opportunities.
- F. *Collaborative Teaching*: Although not required, experience in collaborative teaching (e.g., co-teaching a course, workshop, lecture, or demo) would be considered an additional strength in the candidate's tenure or promotion evaluation.

All professors must keep a record of all teaching they do for the Department and the ways that it is initiated, developed, and evaluated.

### **3. Service Criteria**

Assistant professors are expected to play an active role in departmental governance and program building. For senior faculty, a record of mentoring junior faculty is a strong consideration for promotion. While service carries less weight than research and teaching excellence in the promotion decision, the department expects all candidates for tenure to have provided meaningful service to the department by participation in the leadership of their areas, on departmental committees, in department meetings, and in events that support the community of the department.

The department also recognizes and welcomes service to DSAS, the university, the local community, and professional organizations. Candidates are encouraged to discuss their aspirations for leadership and to attend to the balance between baseline expectations, assigned, and elective service activities. Community-engagement must directly relate to teaching or research to count as service.

All professors must keep a record of all activities demonstrating service to the Department, the University, and the profession. Candidates are advised to keep, among other things, records of committee or elective posts held; and the tasks completed by a given committee, etc.

### **III. Guidelines for Assistant Professor.**

## **1. Criteria**

An assistant professor should evidence substantial experience in advanced study and research, or professional experience of a kind which would enable making a comparable academic contribution. The assistant professor should possess a Master of Fine Arts or other appropriate professional degree. Junior faculty candidates in their first tenure-stream contract will demonstrate that they are, or hold promise, of being most effective within their teaching, field(s) of expertise, and whose creative work in scholarship across design, practice-based research, or professional practice, or a combination thereof, demonstrates excellence, consistent with early stage academic appointments at the university level and show demonstrable evidence of career development, making them viable candidates for future tenure promotion.

## **2. Candidates**

We only hire candidates who we collectively believe have the potential to earn tenure (and, eventually, promotion to full professor). Faculty members should express reservations about candidates' potential in this respect during the hiring process. By voting to extend an offer, the Department is expressing its shared expectation that a new hire will earn tenure and its shared commitment to providing all appropriate support and encouragement.

## **IV. Guidelines for Promotion to Associate Professor**

The Department has established the following guidelines to help ensure that all assistant professors receive the support they need to achieve a positive departmental recommendation on tenure and promotion. Candidates have a responsibility to ask for clarification or further guidance on any matters discussed in this document from the Department Chair and their faculty mentors.

### **1. Criteria for Associate Professor.**

An associate professor should possess substantial experience in teaching and research or applicable professional experience. The person should show a capacity and will to maintain teaching effectiveness, and the ability for continuing growth as a teacher, scholar, and member of their profession. Associate professors should also have progressed in attaining eminence in their creative work in scholarship across design, practice-based research, or professional practice, or a combination thereof, while displaying consistently mature performance in course and curriculum planning, in guiding and counseling students and junior faculty members, and in participating in the activities of the University.

## **2. Mentorship**

- A. Each newly hired faculty member will be assigned a mentor by the department. The mentor will offer advice on departmental processes and expectations, including expectations for tenure, and suggestions for potential sources of support for research and teaching within and beyond the university. (See the Dietrich School statement on mentoring, <http://www.as.pitt.edu/fac/policies/mentoring>.)
- B. Mentors should meet formally at least once per semester with assistant professors.
- C. Mentors should, with the Chair, clearly and faithfully convey the results of annual departmental evaluations to assistant professors.
- D. Any assistant professor may request a change of mentor from the Chair without explanation.
- E. Assistant professors are encouraged to find informal mentors in other departments, within and beyond Pitt.

## **3. Annual Review**

- A. Since tenure evaluations require the collective judgment of the tenured faculty, the tenured faculty will meet annually to generate feedback for all assistant professors on their progress toward tenure and promotion.
- B. The tenured faculty's feedback will be conveyed to each assistant professor in the annual evaluation letter, as recommended in the Provost's guidelines for faculty evaluations (<https://www.provost.pitt.edu/annual-review-faculty>) and in the faculty evaluation guidelines.
- C. The Department Chair, ideally with faculty mentor present, will also meet annually with each assistant professor to discuss progress toward tenure.

## **4. Third-year Review**

- A. The Department will follow the guidelines and policies established by the Dietrich School regarding the third-year review, available for candidates and faculty at <https://www.as.pitt.edu/faculty/governance/departmental-procedures-concerning-first-appointment-third-year-review-and>
- B. The tenured faculty constitutes the Tenure Committee. If there are fewer than five tenured faculty members in the department at the time of the review, the chair shall consult with the Dean's office to invite additional tenured faculty from other departments to serve and vote on the internal committee.
- C. Scheduled by the Chair, the third-year review typically occurs within the fall term of the third year of the first contract. Deadlines are established by the DSAS and it is the responsibility of the Chair to ensure that renewals are scheduled and processed in a timely manner. Candidates will compile a dossier that includes

relevant materials on research, teaching, and service with supporting documentation, and will offer a written statement on achievement, progress, and goals toward each. Candidates should consult the Dietrich School's General Guidelines for Promotion Dossiers for more information.

- D. D. The dossier will be available for review at least one month in advance of the meeting. Every member of the tenured faculty is responsible for reviewing the full range of materials in sufficient detail and depth to make a professional judgement. Prior to the formal review, the Tenure Committee will work with the candidate to review drafts of documents, identify any gaps, and ensure the dossier is complete and well-prepared. The candidate will then be invited for discussion with the tenured faculty, after which the candidate will be excused; the candidate may opt out of this discussion if there are no substantive updates to report since the dossier submission date. The discussion among faculty will continue whereby faculty members should frankly express their opinion – accolades, suggestions, and any doubts – about a candidate's progress toward tenure (at the third-year review) so that accomplishment and criticism can be fully discussed, weighed, and evaluated.
- E. The vote on contract renewal, recommending reappointment or non-renewal, is yes or no, taken by ballot. Absentee ballots are allowed under special circumstances. A positive departmental vote on renewal indicates a collective judgment that a candidate has a reasonable likelihood of earning a positive recommendation for tenure and promotion. If the faculty considers a candidate's chances of earning a positive recommendation slim, it should not vote to renew the candidates' contract.
- F. Reflecting the discussions of the faculty, the chair will convey the department's vote and recommendation to the Dean, placing the candidate's creative work and research in context of other work in the field, and offering formative advice to the candidate about his or her career. A follow-up letter will be sent to the Assistant Professor with specific feedback, and a follow-up meeting may be called to discuss the recommendations with the candidate, the Chair, and the candidate's mentor.

## **5. Process**

- A. The Department will follow the guidelines and policies established by the Dietrich School regarding tenure and promotion, available for candidates and faculty at <https://www.as.pitt.edu/faculty/governance/departmental-procedures-concerning-first-appointment-third-year-review-and>
- B. The tenured faculty constitutes the Tenure Committee. If there are fewer than five tenured faculty members in the department at the time of the review, the

chair shall consult with the Dean's office to invite additional tenured faculty from other departments to serve and vote on the internal committee.

- C. The schedule for tenure review is ultimately determined by the Dean's Office, which decides which categories of leave do and do not "pause" the tenure clock. It is the responsibility of the Chair and the candidate to monitor the DSAS's accounting and ensure that it accurately reflects the candidate's tenure clock.
- D. To prepare, the candidate, mentor, and chair should meet in the fall of the 5<sup>th</sup> year to begin preparing the dossier and identify external reviewers. Often, candidates will have strong drafts of their materials, with research and teaching statements moving into this process, using every annual review as an opportunity for developing the research and teaching statements along with the dossier support materials. The documents necessary for tenure dossiers are based on the "Chair's Checklist"
- E. The candidate and Tenure Committee will each create a list of potential external reviewers of the candidate's dossier, considering credentials and media area expertise. The candidate may submit up to five potential reviewers, and the committee should create an ample list that is not shared with the candidate. The candidate must be asked if there are any possible reviewers that the committee should avoid, those likely to have a negative bias toward the candidate and their work. The Tenure Committee will review the lists and select a slate of potential reviewers, indicating close relationships (mentor or collaborator for example).
- F. While DSAS requires a minimum of 6 external letters, the department will aim for a minimum of 8 to ensure the dossier is sufficiently robust, with no more than 3 of these letters from the candidate list. Because serving as an external reviewer is a demanding task, the committee should make preliminary contact with the reviewers, noting if reviewers decline or unable to write, though the letter requesting the review with links to the dossier is sent by the Department Chair. Typically, the chair aims to reach out to external reviewers no later than the end of March.
- G. In most cases, the tenure and promotion review will be held early in the fall term of the 6<sup>th</sup> year of the candidate's contract. As soon as the external letters have been received and the full dossier is complete, the Tenure Committee should have access, with at least one month to review the materials. New documents may be submitted with prior approval of the chair. Every member of the tenured faculty is responsible for reviewing the full range of materials in sufficient detail and depth to make a professional judgement. The Tenure Committee is urged to fully discuss the merits of the case for promotion with tenure, raising questions about the candidate's file, and discussing external reviewer assessments.

- H. The vote to recommend tenure and promotion shall be by secret ballot. The vote will be yes, or no. Absentee ballots are allowed under special circumstances in discussion with the Chair.
- I. The Tenure Committee will recommend promotion with tenure with a simple majority of those voting in favor. If one or some members vote no, they are permitted to send a minority report directly to the Dean.
- J. The chair will summarize the review meeting and vote in a cover letter forwarding the tenure and promotion dossier to the DSAS Dean. If the Chair dissents from the vote of the Tenure Committee, the committee should be informed in a timely fashion so that the appropriate steps can be taken to ensure adequate representation of the case at the Dean's level. Dossiers for promotion from Assistant to Associate level are due in the Dean's office by early October.
- K. It is the responsibility of the Chair to summarize the proceedings of the meeting for the candidate, though the deliberations of the committee are absolutely confidential.
- L. The Tenure Council and the Dean will establish a school-level ad hoc committee to review the candidate's dossier for tenure and promotion that typically meets before the end of the fall term. The Chair will be invited to present the case to this committee and may invite an additional colleague, who may have greater media specialization, to offer additional assessment. If a minority report has been submitted, the faculty member writing that report will also be invited to present their concerns at the meeting.
- M. The ad hoc committee discusses the merits of the case, takes a vote, and makes a recommendation to the Dean.
- N. The Dean reviews the candidate's dossier and considers the various levels of assessment and advice from the department and the ad hoc and makes a recommendation to the Provost. Likewise, the Provost reviews the case and makes a recommendation to the Chancellor

## **V. Guidelines for Promotion to Full Professor**

### **1. Criteria for Professor**

The rank of professor recognizes the attainment of authoritative knowledge and extraordinary reputation recognized by peers, across creative work in scholarship, design, practice-based research/work, or professional practice, or a combination thereof, and the achievement of effective teaching skill. A professor must display consistently high standards of performance in course and curriculum planning and maintain enduring intellectual contribution to their field, in guiding and mentoring students and junior faculty members, and in participating in the activities of the

University. The professor should have attained sustained and engaged leadership and recognition in the discipline, as well as having exceeded the standards described for ranks shown above. Longevity by itself is not criteria for promotion.

- A substantial body of research that makes significant contributions, in the candidate's career to date and beyond the record at the time of tenure. We emphasize that a substantial and significant body of research and other projects that garner stature nationally and internationally can take many forms (as noted in the department's research criteria above).
- Evidence that the candidate is providing intellectual leadership and has had, and continues to have, a significant impact on the field.
- Evidence of continued teaching excellence and significant experience mentoring and advising students (as noted in the department's teaching criteria above).
- A record of significant and continuing leadership and service across the department, the university, and the profession at large, including mentoring junior faculty (as noted in the department's service criteria above).

## **2. Mentorship**

- A. Each associate professor will be assigned a mentor by the department (which may be the same mentors assigned to the faculty member as an assistant professor). The mentor will offer advice on departmental processes and expectations, including expectations for promotion, and suggestions for potential sources of support for research and teaching within and beyond the university. (See the Dietrich School statement on mentoring, <http://www.as.pitt.edu/fac/policies/mentoring.>)
- B. Mentors should meet formally at least once per semester with associate professors.
- C. Any associate professor may request a change of mentor from the Chair without explanation.
- D. Associate professors are encouraged to find informal mentors in other departments, within and beyond Pitt.

## **3. Annual Review**

- A. Since promotions require the collective judgment of the rank above faculty, full professors will meet annually to generate feedback for all associate professors on their progress toward promotion.
- B. This feedback will be conveyed to each associate professor and the Department Chair, who will incorporate this feedback into the annual evaluation letter, as recommended in the Provost's guidelines for faculty evaluations

(<https://www.provost.pitt.edu/annual-review-faculty>) and in the DSAS faculty evaluation plan.

#### **4. Service**

- A. Associate professors are expected to play an active role in departmental governance, program building, and mentoring.
- B. Tenure carries with it greater expectations for leadership and service, and we expect and count on associate professors to show creativity and initiative in contributing to common goods within and beyond the department.
- C. Full professors judge promotion cases on the merits, and all full professors have a responsibility to uphold this norm in our discussions and deliberations and to hold others to it.

#### **5. Process**

*Note: If the Chair of Studio Arts is not at the rank of Professor, and/or if the Chair is the candidate in question for promotion, and/or if the Chair has a conflict of interest with the candidate in question, then the Chair and Professors will coordinate with the dean's office to specify which role(s) in this document will be fulfilled by a Professor who is able to carry them out. This process should be coordinated prior to the start of any case.*

- A. The Department will follow the guidelines and policies established by the Dietrich School regarding promotion to Professor, available for candidates and faculty at <https://www.as.pitt.edu/faculty/governance/review-dean-departmental-recommendations-promotion-professor>.
- B. When a faculty member wishes to initiate promotion to Full Professor, they inform the Chair of their intention in writing. There is no fixed clock for this promotion; the candidate and Chair should discuss readiness and timing in advance. To ensure an adequate preparation period, cases should be initiated no later than the preceding spring term, with the completed dossier submitted to the Dean's office by November. The Chair will distribute a timeline and schedule to all relevant parties at the outset.
- C. Candidates will build a dossier that includes relevant materials on research, teaching, and service with supporting documentation, and will offer a written statement on achievement, progress, and goals toward each. Candidates should consult the Dietrich School's General Guidelines for Promotion Dossiers for more information.
- D. The full professors of the department constitute the Promotion Committee. If there are fewer than five full professors in the department at the time of the review, the chair shall consult with the Dean's office to invite additional full professors from other departments to serve and vote on the internal committee. If

the Department has no full professors, the chair will work with the Dean's office to constitute the committee for each case, including a Committee Chair.

- E. The candidate and Promotion Committee will each create a list of potential external reviewers of the candidate's dossier, considering credentials and media area expertise. The candidate may submit up to five potential reviewers, and the committee should create an ample list that is not shared with the candidate. The candidate must be asked if there are any possible reviewers that the committee should avoid, those likely to have a negative bias toward the candidate and their work. The Promotion Committee will review the lists and select a slate of potential reviewers, indicating close relationships (mentor or collaborator, for example).
- F. While DSAS requires a minimum of 6 external letters, the department will aim for a minimum of 8 to ensure the dossier is sufficiently robust, with no more than 3 of these letters from the candidate list. Because serving as an external reviewer is a demanding task, the committee should make preliminary contact with reviewers before the formal letter is sent. The letter requesting the review with links to the dossier is sent by the Department Chair. Typically, the Committee Chair aims to reach out to external reviewers no later than the end of March.
- G. As soon as the external letters have been received and the full dossier is complete, the Promotion Committee should have access, with at least one month to review the materials. New documents may be submitted with prior approval of the Committee Chair. Every member of the Promotion Committee is responsible for reviewing the full range of materials in sufficient detail and depth to make a professional judgment. The committee is urged to fully discuss the merits of the case, raising questions about the candidate's file and discussing external reviewer assessments.
- H. The vote to recommend promotion to Professor shall be by secret ballot. The vote will be yes or no. Absentee ballots are allowed under special circumstances in discussion with the Committee Chair.
- I. The Promotion Committee will recommend promotion to Professor with a simple majority of those voting in favor. If one or some members vote no, they are permitted to send a minority report directly to the Dean.
- J. The Committee Chair will summarize the committee's recommendation, review meeting, and vote in a letter for the promotion dossier. The department Chair, if not a Full Professor or leading the committee, will write a cover letter that contextualizes the candidate's work within the discipline and efforts in teaching and service, then forwarding the full dossier to the DSAS Dean.
- K. If the Committee Chair dissents from the vote of the Promotion Committee, the committee should be informed in a timely fashion so that appropriate steps can be taken to ensure adequate representation of the case at the Dean's level.

- L. The Dean will convene a school-level ad hoc committee to review the candidate's dossier. If the Chair of the Department of Studio Arts does not hold the rank of Professor, a faculty representative from the Promotion Committee will take the lead in presenting the case at the school-level ad hoc committee meeting; the Chair will attend and support the presentation. Dossiers for promotion to Professor are due in the Dean's office by November.
- M. The report of the ad hoc committee is confidential and not shared with department faculty. The Dean reviews the candidate's dossier and considers the various levels of assessment and advice from the department and the ad hoc committee and makes a recommendation to the Provost. The Dean shall normally make a decision within six months of receiving the departmental recommendation.
- N. It is the responsibility of the Chair of the department to summarize the proceedings of the meeting for the candidate, though the deliberations of the committee are absolutely confidential.

## **6. Accelerated Promotion**

A pre-tenure faculty member who believes that the demonstrable excellence of their record warrants it may at any time make a formal request in writing to be considered for early promotion to tenured rank. The department cannot initiate early promotion without the written consent of the faculty member under consideration. However, per DSAS's regulation, a faculty member can only be considered for tenure a single time, and candidates are therefore advised to refrain from requesting consideration for early tenure unless they have the full support of the Tenure Committee. In this instance, "early promotion" is understood to mean below six years; there may be instances in which, for a variety of reasons (leaves of one sort or another, global pandemics, etc.), the tenure clock has been extended. The faculty member can, in consultation with the Tenure Committee and Associate Dean, forego those extensions and request consideration for promotion at the six-year mark.

## **7. Expectations**

- A. All professors are encouraged and expected to play an active role in departmental governance and program building. Associate and Full Professors are expected to take on an active and meaningful share of departmental administrative responsibilities — including but not limited to committee leadership, area coordination, and mentorship of junior faculty. Given the size of the department, this participation is essential to its functioning.

- B. We value all faculty members' perspectives and input in steering the direction of the Department and strongly encourage assistant professors to be active participants in discussion and decision making in committees and faculty meetings.
- C. We expect all faculty members (of all ranks) to treat one another with respect.
- D. The tenured faculty judge promotion cases on the merits, and all tenured faculty members have a responsibility to uphold this norm in discussions and deliberations and to hold others to it. Nonetheless, we use a secret ballot and canvass job candidates within rank to ensure that all faculty members can vote and express their preferences with confidence.
- E. In no instance should diversity of committee membership be invoked to justify a disproportionate service expectation on the part of any faculty member of any rank.
- F. The investment of time required to achieve excellence in research and teaching at the start of a career is such that assistant professors should be protected from unduly burdensome committee assignments. Any concerns about service burdens should be discussed with the faculty mentor and the Chair at the time the request is made. Chairs and mentors recognize that discussions about such concerns are appropriate and routine, and Assistant Professors recognize that raising a concern does not guarantee relief from a particular service request.

We acknowledge the Tenure Guidelines shared by the Departments of History of Art and Architecture, Hispanic Languages and Literatures, Music, Political Science, Slavic Languages and Literature and Linguistics. This document draws on those Guidelines