

**Department of Design
University of North Texas**

Evaluation Criteria

The Department of Design is following the University of North Texas policy on reappointment and the granting of tenure and promotion as outlined in Policy 06.004, and Policy 06.005 for non-tenure track faculty reappointment and promotion, the evaluation criteria outlined in this document and the procedures for annual evaluation, reappointment, promotion and tenure outlined in the College of Visual Arts and Design Bylaws.

Reappointment, Promotion, and Tenure are recommended by the Department of Design based on evidence of sustained excellence in creative/professional and scholarly activity, teaching, and service.

I. CVAD Department of Design Merit and RPT Expectations

Faculty must provide: 1) a statement of intent that contextualizes their activities; 2) evidence of, and 3) justification, articulating why the examples they have submitted per category during a given assessment period provide evidence of value, impact, and significance. The narrative is limited to 750 words.

A rubric outlining departmentally agreed-upon standards and rigor for determining value and effectiveness will be utilized each year to establish overall merit scores in each category for faculty members. Separate requirements for Reappointment, Promotion, and Tenure are outlined in UNT Policy 06.004 and Policy 06.005.

Merit distributions start at the highest score in the excellent category and move down to lower scores dependent on the Merit funds available.

Faculty demonstrate the willingness and ability to work effectively with colleagues.

A. Scholarship, Professional Creative Activities

General Criteria

Faculty provide evidence of the quality of the publication venue, and the value, impact, and significance of their work.

Rank: ASSISTANT PROFESSOR

Merit: Demonstrates a very good to excellent overall score in scholarship/ professional creative activity competencies and achievement.

Reappointment: The candidate demonstrates an **increased understanding** of current developments in the discipline and **sustained excellence in** scholarship/professional creative activity **competencies and achievements** appropriate to the discipline. Activities and

achievements are peer-reviewed, original, and disseminated in appropriate professional and public venues. Evidence demonstrates the value, impact, and significance of the achievements. It is expected that the rank of Assistant Professor seeking tenure and promotion maintained, per academic year, one high quality publication outlined in the **Markers of the highest value, impact and significance** in scholarship, creative work, or professional design activity, and of two activities, per academic year, as outlined in the **Markers of value, impact and significance** in scholarship, creative work, or professional design activity (e.g. one publication in a journal of a learned society, or participation in a national/international exhibit and two national presentations at a conference with published proceedings.)

Rank: ASSOCIATE PROFESSOR

Merit: Demonstrates a very good to excellent overall score in scholarship/professional creative activity competencies and achievement.

Promotion: Demonstrate growing national/international reputation. It is expected that the rank of Associate Professor, seeking promotion, maintained per academic year, one high quality publication outlined in the **Markers of the highest value, impact and significance** in scholarship, creative work, or professional design activity, and of two activities, per academic year, as outlined in the **Markers of value, impact and significance** in scholarship, creative work, or professional design activity

Rank: FULL PROFESSOR

Merit: Demonstrates a very good to excellent overall score in professional competence and achievement. **Maintain a substantial body of work** that continues to **contribute** value, impact, and significance to her or his **discipline**.

Rank: LECTURER

Merit: Demonstrates a very good to excellent overall score in professional competence and achievement as part of their service commitment to the program, the department, and the college.

Reappointment and Promotion: Faculty in the rank of Lecturer is typically not evaluated for their scholarly or creative work unless a faculty member in the rank of Lecturer has discussed scholarly and creative activity as part of their workload assignment with the Chair of the Department. Faculty in the rank of Lecturer are evaluated in teaching and service with criteria outlined in this document and UNT policy. Professional competence/ creative work is expected as part of the service category.

B. Teaching

General Criteria

Faculty must provide 1) a statement of intent contextualizing their activities and teaching philosophy. This statement can be a separate narrative document or included in the general narrative provided under **I. CVAD Department of Design Merit and RPT Expectations**. 2) evidence of, and 3) justification articulating why the examples faculty have submitted per category during a given assessment period provide evidence of value, impact, and significance.

Demonstrate the willingness and ability to work effectively with colleagues and students (e.g., teaching portfolio, competence in course preparation, peer teaching review, mentoring, contribution to the academic growth of all, SPOT.) Student perception of teaching evaluation, SPOT, are provided at least once per semester per course.

Rank: ASSISTANT PROFESSOR

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Reappointment: Demonstrates an increasing knowledge of pedagogy in his or her discipline, growing competency in teaching, and the willingness and competence to self-assess to improve teaching (e.g., teaching portfolio, teaching awards.) Tenure track faculty provide evidence and evaluation of peer teaching observation at least once per semester.

It is expected that an Assistant Professor seeking tenure and promotion maintained, per academic year, achievements in the majority of their courses as outlined in the **Markers of the highest value, impact, and significance** in teaching.

Rank: ASSOCIATE PROFESSOR

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Promotion: Sustained excellence in teaching, demonstrating evidence of value, impact, and significance. Evidence includes, but not limited to, teaching awards, teaching portfolio, peer of the same or higher rank teaching observations, and the faculties reflection of such observations, SPOT. It is expected that an Associate Professor seeking promotion maintained, per academic year, achievements in the majority of courses, as outlined in the **Markers of the highest value, impact, and significance in teaching.**

Rank: FULL PROFESSOR

Merit: Demonstrates a very good to excellent score in teaching competence and achievement. Demonstrates academic leadership at college, university, and national levels, and demonstrates the ability both to work effectively with and to mentor colleagues and students. Maintains, per academic year, achievements in the majority of courses, as outlined in the **Markers of the highest value, impact, and significance in teaching.**

Rank: INSTRUCTOR

Merit: Demonstrates a very good to excellent overall score in teaching competence and achievement.

Promotion: Sustained excellence in teaching, demonstrating evidence of value, impact, and significance. Maintains, per academic year, achievements in the majority of courses, as outlined in the **Markers of the highest value, impact, and significance in teaching.**

C. Service

General criteria

Faculty must provide context, and evidence of value and effectiveness of their service engagement in the program, department, college or university. Faculty demonstrate the willingness and ability to work effectively with colleagues.

The UNT academic workload policy 06.027 and the Department of Design workload document guide efforts in service.

Rank: ASSISTANT PROFESSOR

Merit: Demonstrates a very good to excellent overall score in service competence and achievement.

Reappointment: The faculty **demonstrates effective engagement** in service activities, in the **department, the college, or and the university** in accordance with workload assignments.

Rank: ASSOCIATE PROFESSOR

Merit: Demonstrates a very good to excellent overall score in service competence and achievement.

Promotion: Demonstrate a willingness to engage effectively in an **increasing commitment to service activities, and to assume leadership** within these obligations and responsibilities. Demonstrates community and professional service activities are providing evidence of value to the University and the Profession.

Rank: FULL PROFESSOR

Merit: Demonstrates a very good to excellent overall score in professional competence and achievement. Demonstrates the willingness and ability to provide **leadership** and value in service with the university and the profession.

II. CVAD Department of Design definitions of markers

The Department of Design defines excellence in:

Creative/professional/scholarly activities through evidence of engagement, demonstrating an emerging national reputation. Excellence is demonstrated by the inclusion of sustained activities from the **Markers of the highest value, impact and significance** category appropriate to the faculty member's workload percentages and the agreed faculty role in the Department of Design, the college, and university.

Teaching activities through evidence of engagement at the highest level supporting the academic mission of the Department of Design. Excellence is demonstrated by the inclusion of sustained activities from the **Markers of the highest value, impact and significance** category appropriate to the faculty member's workload percentages and the agreed faculty role in the Department of Design, the college, and university.

Service activities through evidence of consistent and constructive engagement in department, college, university, and/or professional service. Excellence is demonstrated by sustained activities

from the **Markers of value** in service category. Amount and type of service should be appropriate to the faculty member's workload percentages and agreed faculty role in the Department of Design, the college, and university. It is noted that faculty pursuing tenure should place their emphasis on creative/professional and scholarly activities and teaching.

A. Evaluative Criteria: creative work, professional activity, research and scholarship

1. Markers of the highest value, impact, and significance in creative work, professional design activity, research, and scholarship are, but are not limited to:

- Professional design activity, creative work, research and scholarship that results in national and/or international visibility for an individual or group of faculty members; if applicable cross-disciplinary collaboration, including but not limited to academic, community, and/or student collaborators and co-authors.
- Design consulting work documented in a peer-reviewed publication that results in regional, national and/or international visibility for an individual or group of faculty members;
- National or international honors received for professional design activity, creative work, research and scholarship
- Presentation of a research or scholarly paper, or professional design activity or creative work, at national or international conferences with published proceedings;
- External federal, state, private-sector or foundation funding received as a PI (Project Investigator) or Co-PI (Co-Project Investigator), or as a Project-Lead, Co-Project Lead or Project-Manager or Project Co-Manager;
- Critical review of a faculty member's professional design activity, creative work, research or scholarship in publications with national and/or international visibility;
- Peer-reviewed refereed publications in Journals of Learned Societies;
- Peer-reviewed refereed publications in digital publications or digital venues;
- Workshop presentations or lectures at peer-reviewed refereed national or international venues;
- Participation as a discussion panelist at peer-reviewed refereed national or international venues;
- Single or group participation in regional, national or international gallery or museum exhibit as an invited or as a peer-reviewed, refereed exhibitor;
- A book published by a publisher with a well-established national or international reputation among the peers of a given Department of Design faculty member's area;
- A book chapter in peer-edited books or anthologies published by a publisher with a well-established a national or international reputation among the peers of a given Department of Design faculty member's area;
- Citations of the professional design activity, creative work, research and scholarship by a given Department of Design faculty member by his or her peers resulting in regional, national and/or international visibility.

2. Markers of value, impact, and significance in professional design activity, creative work, research, and scholarship are, but not limited to:

- Professional design activity, creative work, research and scholarship resulting in regional visibility
- Design consulting work documented in a peer-reviewed publication resulting in regional visibility for an individual or group of faculty members;
- Regional honors received via peer-reviewed refereed processes that acknowledge the professional design activity, creative work, research or scholarship of an individual or group of faculty members;
- Presentation of a research or scholarly paper, or professional design activity or creative work, at regional conferences with published proceedings;
- Internal (i.e., from the university, the CVAD or the Department of Design), or regional funding received as a PI (Project Investigator) or Co-PI (Co-Project Investigator), or as a Project-Lead, Co-Project Lead or Project-Manager or Project Co-Manager;
- A critical review of a faculty members professional design activity, creative work, research or scholarship in publications with regional visibility;
- Workshop presentation or lecture at a peer-reviewed refereed regional venue;
- Participation as a discussion panelist at peer-reviewed refereed regional venue

B. Evaluative Criteria: Teaching

1. Markers of the highest value, impact, and significance in teaching are, but not limited to:

- evidence of national or international honors, fellowships, and awards received for teaching
- evidence that faculty are actively seeking engagement with disciplines and communities beyond their own at national or international levels in order to elevate the knowledge that informs their personal work and their students' learning experiences
- evidence of outside-the-classroom recognition of individual and group-based student achievement through peer-recognized student competitions, professional acknowledgment of the relative strength of students' portfolios/bodies of work, the publication of student work in peer-reviewed venues, student awards, etc. at national or international level. Student-faculty collaboration on research publications curated exhibits, or juried selections.
- evidence of national or international recognition of faculty excellence through student- or peer-nominated forums
- evidence of recognition of faculty excellence through the selection to facilitate specialized teaching initiatives outside of CVAD
- evidence of recognition of faculty excellence within CVAD through the selection to facilitate specialized teaching in honors courses, one-of-a-kind workshops, topic-based programs, etc.
- evidence of supporting institutional goals that facilitate cross-campus teaching, collaboration and working in partnerships with colleagues inside and outside the Department of Design
- evidence of developing and supporting opportunities for internationalization, study abroad and/or international exchange
- serving as major professor/chair for comprehensive examination, dissertation, thesis or research project

- serving as a committee member for dissertation, thesis or research project
- evidence of course development or dissemination of courseware used by K-12 institutions, colleges or universities
- evidence of teaching consulting work at K-12 institutions, other colleges or universities

2. Markers of value, impact, and significance in teaching are, but not limited to:

- evidence of degree earners achieving success advancing their career trajectories in the long-term, and eventually assuming leadership roles
- evidence of degree earners achieving sustainable success along entrepreneurial career paths
- evidence of the formulation and execution of pedagogic best practices as indicated by peer-facilitated course evaluations
- evidence of student success at leveraging professional internships into full-time, entry-level positions at top-flight local, regional, national and international consultancies, in-house operations, agencies, etc.
- evidence of regional honors, fellowships, and awards received for teaching evidence of regional recognition of faculty excellence through student- or peer-nominated forums
- evidence of significant course re-design
- evidence of the ability to effectively plan curriculum and facilitate learning experiences that challenge students to address design problems at various scales
- evidence of the utilization of feedback from industry professionals and program graduates to effectively incorporate technological innovations from the profession into teaching
- evidence of the ability to immerse students in knowledge-building experiences rooted in sustainable design thinking
- evidence that faculty regularly innovate their pedagogy, student engagements, work projects, and assessment outcomes, update content, and/or pedagogy of courseware.
- evidence that faculty are aware of and account for trends in the ongoing developments in the broader world of design—technological, theoretical, applied and with regard for research and scholarship emerging in allied disciplines
- evidence that faculty are actively seeking engagement with disciplines and communities beyond their own at local and regional levels in order to elevate the knowledge that informs their personal work and their students' learning experiences
- evidence of outside-the-classroom recognition of individual and group-based student achievement through peer-recognized student competitions, professional acknowledgment of the relative strength of students' portfolios/bodies of work, the publication of student work in peer-reviewed publications, student awards, etc. at the regional level

C. Evaluative Criteria: Service

1. Markers of value in service include, but not limited to:

- Regional, national or international honors received for services planned and rendered on

behalf of organizations that serve the needs and/or aspirations of an individual Department of Design faculty member's area/discipline

- Serving as an elected officer/board member in a regional, national or international organization supporting one or more of the disciplines of design
- Serving as a regional, national or international juror for a peer-reviewed, refereed show, exhibit, catalogue, anthology or competition that highlights designed outcomes from an individual faculty members' or group of faculty members' disciplinary area (Communication Design, Fashion Design, Interior Design, Interaction and User Experience Design, xREZ Art Science lab)
- Serving as an editor or guest editor for a peer-reviewed, refereed journal of a learned society
- Serving on the editorial board of a peer-reviewed, refereed journal of a learned society
- Curational responsibilities for a show or exhibit of designed outcomes produced by designers, design researchers or design scholars from one or more of the disciplinary areas of Design and creative work within UNT CVAD
- Chairing a committee at the university, college, department or external at regional, national or international level
- Member of a committee, a task force at university, college, department or external at regional, national or international level
- Reviewing submissions for peer-reviewed, refereed journals, or conferences, or book proposals.
- Serving as Program Coordinator for designated CVAD Program, Communication Design, Fashion Design or Interior Design for either/both undergraduate and graduate-level programs
- Serving as an external reviewer for promotion and tenure
- supervision of teaching assistants or teaching fellows, peer teaching observations, and peer faculty-student outcome evaluation.

Merit evaluation rubric for scholarship, creative and professional work

Faculty Name:	
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Professional Activity	Insufficient Information 0/1	Unsatisfactory 2/3	Good/Meets expectations 4/5	Very Good 6/7	Excellent*/** 8/10
Statement of Intent (Narrative)	Information insufficient to assess	Unsatisfactory statement, intent not clear; no context, few justifications for evidence of value, significance and impact.	Acceptable statement; clear intent; justification/evidence with gaps or not all conclusive but satisfactory and information is organized.	Very Good level of intent/context explanation; justification/evidence of value, significance and impact is addressed with missing clarity.	Clearly articulated; intent, justification/evidence comprehensive and in detail matching FIS listings in a very organized manner.
Publications	Information, evidence insufficient to assess	Unsatisfactory evidence of value, significance and impact relevant to discipline. Little competency growth. Low level of activity. Low quantity and quality of content and venues	Satisfactory evidence of value, significance and impact relevant to discipline. Satisfactory competency growth Satisfactory activity level. Satisfactory quantity and quality of venues	Very Good level of evidence regarding discipline, competency growth Very Good activity level in quality and quantity of venues (sustained regional, national)	Excellent evidence regarding discipline, competency growth Excellent activity, both quality and quantity of venues (sustained regional, and national, or international)
Presentations					
Exhibitions,					
Competitions and the like					
Funding or Granting					
Professional Work					
Scholarship Honors and Recognition					

Merit evaluation rubric for scholarship, creative and professional work

Notes:

**Sustained Excellence* as required for Tenure and Promotion is demonstrated by producing: 1 published journal manuscript or premier peer-reviewed or curated group or solo exhibit or professional or academic competition award as outlined in the *Markers of highest value, impact and significance*; and 2 premier/peer-reviewed conference presentations with proceedings per year.

***Sustained Excellence* while on Tenure track (5 years) may also be demonstrated by publishing a book with a reputable publisher.

Merit evaluation service rubric

Faculty Name:	
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Service Effectiveness	Insufficient Information 0/1	Unsatisfactory 2/3	Good – Meets Expectations 4/5	Very Good 6/7	Excellent 8/9/10
University, College, Department, Program,	Information insufficient to assess	Minimally responsive to needs of University, College, Department, Program.	Sufficient level of responsiveness to needs of University, College, Department, Program. Demonstrated effectiveness of service engagement.	Consistent and effective participation. Very good or proactive responsiveness to the needs of University, College, Department, Program.	Excellent effort and leadership in responding to important University, College, Department and Program projects
Community beyond UNT	Information insufficient to assess	No, or limited initiative to contribute and/or follow through on commitment.	Some outreach, initiative and follow-through. Demonstrated effectiveness of service engagement	Consistent participation tailored to discipline expertise and consistent follow-through.	Sustained participation and leadership tailored to discipline expertise. Sustained offering of time, expertise and follow-through to initiatives creating value and impact.
Student activities (not Teaching)	Information insufficient to assess	No, or limited initiative to contribute and/or follow through on commitment.	Some initiative and follow-through.	Consistent offering of time, expertise and follow-through.	Sustained offering of time, expertise and follow-through to important student events and initiatives.
Service honors and recognition				Very Good, recognition on regional level	Excellent, recognition on national or international level

Merit evaluation rubric for teaching

Faculty Name:	
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Teaching Effectiveness	Insufficient Information 0/1	Unsatisfactory 2/3	Good – Meets Expectations 4/5	Very Good 6/7	Excellent 8 - 10
Narrative of Teaching Philosophy	Information insufficient to assess	Unsatisfactory statement, intent not clear;	Acceptable statement; clear intent/ philosophy; organized	Very Good level of intent/ philosophy explanation; well organized	Clearly articulated with depth and contextualized to teaching outcomes.
Teaching Responsibilities*	Information insufficient to assess	Fulfills no or minimal amount of teaching responsibilities	Fulfills all teaching responsibilities	Fulfills all teaching responsibilities; evidence of additional efforts	Fulfills all teaching responsibilities; evidence of sustained highest quality of additional efforts
Teaching Innovation, activities and student engagement	Information insufficient to assess	Unsatisfactory evidence regarding teaching efforts, competency growth. Unsatisfactory classroom activity level;	Satisfactory evidence regarding teaching, competency growth. Satisfactory classroom activity level	Very Good level of evidence regarding teaching, competency growth. Very Good classroom activity level	Excellent in depth and contextualized evidence regarding teaching, competency growth. Excellent classroom activity levels.
Student evaluations, student advising, student mentoring, student outcomes		Evaluations well below departmental percentile, low engagement with students. Lack of student outcomes/ achievements, might be poor.	Evaluations at or slightly above departmental percentile. Satisfactory level of student involvement/engagement and student mentorship. Evidence of satisfactory student outcomes/ achievements	Evaluations in highest range of departmental percentile. Very good, quality involvement/ engagement with students. Evidence of very good student outcomes/achievements.	Evaluations sustained in highest range of departmental percentile. Above and beyond involvement/engagement with and feedback from students. Excellence in student outcomes/ achievements.
Teaching honors, awards					

Merit evaluation rubric for teaching

Notes:

*Teaching cannot **in and of itself** form the bases of a Design faculty member's bid for tenure and promotion.*

- *Teaching Responsibility Factors considered in the evaluation of teaching for tenure and promotion faculty:
 - Peer teaching observations once per semester with self-reflection and peer faculty student outcome evaluation.
 - SPOT comments and scores one per course per semester.
 - Student and faculty sponsor honors at exhibits and/or competitions.
 - Teaching awards.
 - New course development.
- *Teaching Responsibility Factors considered in the evaluation of teaching for non tenure track faculty:
 - SPOT comments and scores once per course per semester
 - Student and faculty sponsor honors at exhibits and/or competitions
 - Teaching awards.
 - New course development