

**Interdisciplinary Art and Design Studies Program
College of Visual Arts & Design, University of North Texas**

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Evaluation Criteria

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**Standing Procedures, Evaluation Criteria
Reappointment and Promotion, and Annual Merit Review, of Tenure/Tenure-Track Faculty
*Approved May 2022***

General Program Guidelines

The Interdisciplinary Art and Design Studies Program adheres strictly to the University of North Texas policies on annual Evaluation (UNT Policy 06.007) and reappointment and the granting of tenure and promotion of tenure-line faculty (UNT Policy 06.004) and reappointment and promotion of lecturers (UNT Policy 06.005) and Academic Freedom and Academic Responsibility (UNT Policy 06.035). It furthermore follows the procedures for annual evaluation, reappointment, tenure, and promotion outlined in the College of Visual Arts and Design by-laws. In the application of these policies and the by-laws, the Interdisciplinary Art and Design Studies Program carefully evaluates and makes recommendations based on workload.

The Interdisciplinary Art and Design Studies Program Criteria for Tenure-Track Faculty

The academic disciplines housed in the Interdisciplinary Art and Design Studies Program believe that the primary goal of professional development of a tenure-line faculty is to contribute and remain current to their respective fields through creative activities, public scholarship, professional work, and research relevant to interdisciplinary areas within art and design. This is accomplished through ongoing creative activity/public scholarship/research and disseminating the professional work, teaching, and service activities listed in this document under the specific disciplines. Since the Interdisciplinary Art and Design Studies Program values marketable skills in our students such as creative entrepreneurship, cultural humility and awareness, digital skills in communication, and social responsibility, it is essential that faculty creative activities/public scholarship/research informs these areas of teaching and be incorporated into curricula.

While academic creative activities/public scholarship/research that touches state, national, and international levels are certainly valued, the Interdisciplinary Art and Design Studies Program's emphasis towards service-learning, community engagement, and social responsibility establishes an equal importance towards and respect for creative projects, public engagements, and research that are conducted within local and regional art and design communities as well. Furthermore, efforts by faculty to engage in creative projects, public scholarship, and research that addresses issues of inclusion, diversity, equity, and access (IDEA) within interdisciplinary fields in art and design are especially vital, and enable faculty to teach students in the Interdisciplinary Art and Design Studies Program key professional strategies that are relevant to our fields such as cultural awareness, anti-racism, and cultural equity. The Interdisciplinary Art and Design Studies Program also values faculty efforts that secure signed agreements between UNT and other entities for collaborations such as consultancies, faculty or student exchanges, or other partnerships

The fundamental criteria for tenure and promotion to Associate Professor, as articulated in UNT Policy 06.004, are the evidence of sustained excellence in the domains of teaching and research/scholarship/creative activity, along with the evidence of sustained effectiveness in the domain of service. More specifically, the Interdisciplinary Art and Design Studies Program recommends tenure and promotion to Associate Professor for those who achieve excellence in all three areas, recognizing that each faculty member's career is unique and that achievement of excellence in all three areas will vary by individual and according to the faculty members workload percentages and agreed upon role within the department, college, and university.

Recommendations for promotion to the rank of Professor are based on the critical review of explicit evidence accumulated during the professional career to date, with particular emphasis on academic work accomplished during the appointment at the University of North Texas and the tenure as an Associate Professor. Promotion to Professor requires evidence of sustained excellence in each of the three domains: **a.** research/public scholarship/creative activity, **b.** teaching, and **c.** service, sufficient for achieving a local/regional, national or international reputation and recognition.

Excellence for tenure-track faculty in the Interdisciplinary Art and Design Studies Program:

A faculty member teaching in the Interdisciplinary Art and Design Studies Program may have a research interest in visual arts, design, art education, or related fields. Interdisciplinary Art and Design Studies Program faculty achieve excellence by engaging in professional creative activities, public scholarship, and research that demonstrate a range of both local/regional and national reputation. This activity must include a sustained record of dissemination of such activities, e.g., exhibitions, grants, presentations/lectures/workshops, publication, and/or other forms of dissemination from the candidate's research area as appropriate to the faculty member's workload percentages and agreed-upon role within the program, college, and university. Because reviews for tenure and promotion include dossiers in creative activity, public scholarship, and research provided to experts external to the university, a recommendation for tenure will consider evidence in the context of, and consistent with, levels expected at peer or aspirational peer programs. Priority will be given towards exemplar programs that have established guidelines that are related to the creative and research activities specific to interdisciplinary scholars and practitioners, as well as programs that value professional contributions related to inclusion, diversity, equity, and access within art and design fields.

Annual Evaluation:

Annual (merit) evaluation of the faculty in the Interdisciplinary Art and Design Studies Program will be on the following performance rating below as appropriate to the faculty member's workload percentages and holistic overview within an agreed-upon role in the program, college, and university and the standard outlined in the Teaching, Research (creative activities/public scholarship/ research), and Service category:

- 5 – Highly Accomplished –Performance consistently and significantly exceeds established objectives; achieves significant contributions well beyond normal job requirements. Performance at this level is unique and rarely attained.
- 4 – Exceeds Requirements –Performance exceeds established objectives on a regular basis; exhibits a degree of excellence in accomplishing individual and department goals beyond the normal job requirements.
- 3 – Proficient/Meets Requirements –Performance meets established objectives and fully completes normal job requirements.
- 2 – Developing/Needs Improvement –Performance of established objectives is inconsistent; meets some of the minimum requirements of the position, but needs to improve performance in other areas.
- 1 – Unsatisfactory -Performance of established objectives and/or behaviors is deficient; rarely meets established objectives and/or behaviors, consistently fails to meet normal job requirements.

These ratings correlate to the below rankings as follows: 4-5 corresponds to Excellent; 3 corresponds to Good; and 1-2 corresponds to Needs Improvement.

Merit: Research, Public Scholarship, and Creative Activity

Faculty demonstrates “Exceeds Requirement” to “Highly Accomplished” score in research, public scholarship, creative activity, and achievement appropriate to the rank and role in the program, college, university. Please review “**Most Valued**” list under *a. Research, Public Scholarship, and Creative activity*.

The research/scholarship/creative activity criteria herein reflect a standard 40% workload per year for the annual evaluation. For example, a faculty with a 40% workload on research/scholarly/creative activity receives a **3-Proficient/Meets Requirements** rating if they maintain a record of at least **four-to-five** creative activities/exhibitions, presentations of public research, and/or research per review (three) year. The table below provides an example of minimum research dissemination for various workload distribution on research/scholarly/creative activities within each annual evaluation (three-year) period.

Examples of minimum <i>Research, Public Scholarship, and Creative Activity</i> in a Review (three) Year
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(Must be Presented, Published, or Awarded in Three Year Review Window. Grant(s) must be submitted and/or Received in the Three-Year Review period.)

Workload – Assigned % on research/scholarship/creative activity	60%	50%	40%	30%	20%	10%	5%
Average number of disseminations in a three-year review period	7-8	6-7	4-5	3-4	2-3	1-2	0-1

Merit: Teaching

Faculty demonstrates knowledge of pedagogy, competency in teaching, innovation in teaching (i.e., guest speakers, service-learning, community engagement projects), and competence to self-assess to improve teaching (e.g., teaching portfolio, teaching awards.); performance excels in teaching markers listed under “**Teaching Standards**” under **b. Teaching** as appropriate to the rank and role in the program, college, and university. Tenure track faculty must provide evidence and peer teaching observation at least once per year.

Merit: Service

Faculty demonstrates effective engagement in service activities in the department, the college, or the university per workload assignments and appropriate to the rank. The service activities should be equal (or greater) 8 hours/week engagement for a 20% workload, and performance excels in the marker listed under “**Most Valued**” under **c. Service** as appropriate to the rank. A faculty member in the Interdisciplinary Art and Design Studies Program must demonstrate collegiality and work effectively with colleagues. See UNT Policy 06.035

a. Research, Scholarship, and Creative Activity

Quality research is essential for annual evaluation and faculty seeking promotion in IADS. Excellence in research in interdisciplinary art and design studies is achieved through creative projects, public scholarship, and publication. Activities that are evaluated to assess these research areas include:

Creative Work and the Public Presentation of Knowledge: Research through creative work and the public presentation of knowledge serves to advance the interdisciplinary fields of art and design. Interdisciplinary creative research and practice explicitly crosses academic disciplines and furthermore moves outside of the academic environments into local and regional communities. For this reason, creative and/or public engagement in local and regional communities are valued equally with activities engaged nationally and internationally. Faculty members in interdisciplinary art and design studies should be encouraged to be active producers of art and design projects that engage the broader public. Evidence of creative activity includes artistic production, artistic collaborations, gallery/museum exhibitions, and documented community art projects and public presentations of knowledge as listed in the **Most Valued** category. Artistic production, creative activity, and public scholarship counts toward tenure and promotion of interdisciplinary art and design studies faculty.

Publication: Faculty in interdisciplinary art and design studies should have a balanced portfolio of publications that are peer-reviewed or refereed and have high level of scholarly significance across disciplinary art and design subject areas, as identified in the **Most Valued Publication** category below. These may be printed, on-line/electronic media, and Open Access peer-reviewed journals/books. There are additionally measures of professional involvement that are complementary to research and publication, and are important for demonstrating excellence during annual evaluations and to achieve

tenure and promotion. These include refereed conference presentations, keynote lectures/speeches, invited and refereed colloquia, and funded external grants and are also listed in the **Most Valued Professional Involvement** category below. Faculty demonstrate excellence by maintaining a balanced level of professional involvement (e.g., refereed conferences, keynotes, external grants) in interdisciplinary art and design fields. Scholarly contributions to interdisciplinary fields within art and design do not necessitate standard or canonical lists of journals and presses in which tenure-line faculty should publish; instead, faculty in interdisciplinary art and design studies are evaluated based on their transformative contributions to both disciplinary and interdisciplinary knowledge by peer-reviewed or refereed publications that represent the faculty member's select research areas. For the purposes of promotion and tenure, candidates must demonstrate that items they achieve among the program's **Most Valued** category are peer-reviewed or refereed. Scholarly publication in peer-reviewed or refereed publications allow faculty in interdisciplinary art and design studies to make significant contributions to research in interdisciplinary pedagogy, visual culture, design thinking, and the social and cultural study of art that may **complement creative projects, public scholarship, and teaching in interdisciplinary art and design areas.**

MOST VALUED

Creative and Public Scholarship

- Juried or invitational solo or group exhibition in a local, regional, national, or international museum, gallery, private collection, public art venue, art institution, or arts organization
- Curating an exhibition at a local, regional, national, or international gallery, nonprofit arts organization, museum or collection
- Creative projects and contracts in collaboration with or commissioned by a local or regional museum, gallery, local municipality, foundation, or art organization that addresses interdisciplinary art/design topics and meets diverse community needs
- Purchase of artwork by or commission from a local, regional, national, or international museum, gallery, private collection, public art venue, or arts institution
- Juried or invitational artist-in-residence or visiting artist for a museum, gallery or arts organization
- Lectures and workshops given for arts organizations or community organizations
- Creative public scholarship that documents, collects, and presents local, regional, and/or national community experiences through documentary film or video recorded oral histories or interviews.
- Creative digital humanities projects created to engage online, virtual environments (i.e., websites, online archives, Vimeo, blogs, etc).
- Adoption of faculty models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Substantial contributions to public policy or influence upon professional practices
- Models that enrich the artistic and cultural life of the community
- Evaluative statements from clients and peers documenting the quality and significance of documents or performances produced by the faculty member.

Publication

- Single authored books by recognized presses
- Refereed articles or full papers in recognized regional/international/national journals
- Co-authored books by recognized presses
- Edited and co-edited books (anthologies) by recognized presses

- Editing/co-editing special issues in refereed journals
- Editing or guest editing refereed journals or refereed conference proceedings
- Chapters in edited books from recognized presses
- Authorship of recognized digitally-based scholarship; recognition could take the form of external grant(s) funding, peer-review, or affiliation with professional organizations or institutions
- Authoring or editing museum exhibition catalogs by recognized museums and galleries
- Authoring exhibition essays, exhibition label text, and/or other writings about collections and/or artists featured in recognized museums and galleries
- External funding received for research or creative activities (such as federal, state, or foundations)
- Citation of faculty scholarship by other scholars
- Adoption of faculty-authored materials
- Critical reviews of work (books, exhibitions, works of art) in regional, national and international publications
- Exhibition catalogs featuring works of art from a solo or group exhibition

Professional Involvement

- Professional refereed paper presentations or discussant at disciplinary or interdisciplinary conferences that advance the scholarship of community outreach
- Keynote speeches given at national and international conferences, or refereed colloquia
- Adoption of faculty-authored materials for courses.
- White papers, reports, or handbooks commissioned by national bodies, committees, organizations
- Local, regional, national and/or international honors, fellowships, or residencies in recognition of creative activities, community involvement, and scholarly work.
- Serving as juror for regional, national and international organizations or exhibitions
- Consulting at the national/international levels or nationally recognized institutions

Research Standards for Promotion and Tenure: IADS

Research Standards for Promotion to the rank of Associate Professor:

Candidates **who seek promotion to the rank of Associate Professor** in IADS must demonstrate a sustained record of publication throughout the probationary period, including but not limited to:

- **1 creative project or publication on average per year** in a related field of study in the program's **Most Valued Creative and Public Scholarship** or **Publication** category. One creative project should be collaboration or commissioned by a museum, gallery, local municipality, foundation, or art organization that addresses interdisciplinary art/design topics and meets diverse community needs; one article should be a peer-reviewed article within reputable academic journals within a related field of study in art and design. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one to two** professional activities per year in the program's **Most Valued Professional Involvement** category.
- **Or 1 publication or creative project on average per year** in a related field of study in the program's **Most Valued Publication** and **Creative and Public Scholarship** category and one contracted book proposal with a reputable press. The proposal may be for a single-authored, co-authored, edited, or co-edited book, or anthology. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one to two**

professional activities per year in the program's **Most Valued Professional Involvement** category.

- Or **1 publication on average per year** in a related field of study in the program's **Most Valued Publication** and category and **one** juried or invitational solo or group exhibition in a recognized museum, gallery, or private collection or curate **one** exhibition at a recognized museum or collection in the program's **Most Valued Professional Creative and Public Scholarship** category. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one to two** professional activities per year in the program's **Most Valued Professional Involvement** category.

Research Standards for Promotion to the rank of Professor:

Candidates **who seek promotion to the rank of Professor** in IADS must demonstrate a sustained record of publication since tenure and promotion to Associate Professor, including but not limited to:

- **2 creative projects and/or publications on average per year** in a related field of study in the program's **Most Valued Creative and Public Scholarship** or **Publication** category. Successful faculty members will maintain a high level of complementary professional involvement in a related field of study, averaging **one to two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 creative project or publication on average per year** in a related field of study in the program's **Most Valued Creative and Public Scholarship** or **Publication** category and **one contracted** single-authored, co-authored, edited or co-edited book, or anthology. The book should be contracted by a press that has stature in the publishing world. Successful faculty members will maintain a high level of complementary professional involvement in a related field of study, averaging **one to two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 publication per year** in a related field of study in the program's **Most Valued Publication** category and **one** juried or invitational solo or group exhibition in a museum, gallery, or private collection or **one** curated exhibition at a museum or collection in the department's **Most Valued Creative and Public Scholarship** category. Successful faculty members will maintain a balanced level of **professional involvement** in a related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.

b. Teaching

Teaching Standards for Promotion and Tenure in the Interdisciplinary Art and Design Studies Program

Quality teaching is essential for annual evaluation and faculty seeking promotion in the IADS program. Activities that are evaluated to assess teaching quality include:

Peer and Student Evaluations:

- Required unit administrator observation of teaching: Interdisciplinary Art and Design Studies faculty seeking promotion (to Associate Professor, Senior Lecturer, etc.) will be observed using a program agreed upon standardized observation mechanism.
- Optional additional observations of teaching by unit administrator (more than one in the promotion cycle) or peer observations may always be requested by faculty and may be included in the dossier or not by choice of faculty.
- Quantitative evaluations & qualitative evaluations by students using the SPOT instrument.

Development of Instructional Materials:

- New IADS and/or interdisciplinary-related courses designed and approved for the UNT CourseCatalog
- Facilitating and leading student(s) in service-learning and community engagement projects
- Leading student(s) in research field experience
- Substantial rewriting of old courses, as determined by peers, to better align with the course and program goals
- The use of teaching innovations, technology, and/or media that is demonstrably useful to the learning experience of students
- Including guest scholars/professionals in class
- Authoring textbooks and/or courseware used by other colleges, universities, K-12 institutions, and communities
- Effectively leading or collaborating on the design or redesign of entire program curriculum
- Designing and/or leading a study abroad
- Consulting on teaching issues for other departments, universities, or organizations

Participation in Advising and Mentoring:

Direction of IADS internships, student creative and/or research projects, Honors thesis/creative projects and professional milestones.

- Major professor for IADS internships, student creative/research projects, Honors thesis/creative projects. Associate Professor promotion needs to mentor at least three IADS student internships /creative or research projects. Full Professor promotion needs to have overseen at least five IADS student internships or creative/research projects.
- Effective supervision of IADS based courses and/or interdisciplinary-designed courses as demonstrated by evidence provided by the faculty member.
- Mentoring of students in professional milestones (internships, publications, employment, conferences, graduate school, etc.)

Teaching Awards/Grants (Nominations and Awards Received)

- Visiting faculty position
- Honors, fellowships, residencies, and awards received for teaching
- Internal or external funding in support of teaching

Responsiveness to Interdisciplinary teaching needs across the college: willingness, if needed, to teach certain courses across college departments.

Responsiveness to Service-Learning and Community-Engagement: willingness, if needed, to teach courses that lead students in service-learning and community-engagement projects.

Teaching Standards for Promotion and Tenure: IADS**Teaching Standards for Promotion to the rank of Associate Professor:**

The IADS program considers high-quality teaching and classroom performance to be critical elements in all promotion decisions. The candidate must excel in both undergraduate and (as relevant) graduate courses. The assessment of a candidate will be based on a broad range of indicators including student evaluations, peer evaluations, tenure & promotion committee evaluations, and the candidate's effectiveness in advising and mentoring activities, program of instructional materials, recognition of teaching success, and responsiveness to program needs (see below criteria for specifics). Any deficiencies in the area of teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.

Although each faculty member will make unique contributions to the program, college, and university in their teaching, a sample of an exemplary candidate for promotion to Associate Professor might look like someone who has:

- mentored at least 3 IADS student internships/creative or research projects by time of promotion
- average or above SPOT evaluations
- average or above evaluation of teaching by the unit administrator
- effectively shaped program curriculum to reflect research area
- integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent program funds permit
- mentored at least 3 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- shown willingness to serve both the needs of the program and the interdisciplinary teaching needs across the college.
- consistently shown willingness to lead students in service-learning and/or community engagement projects.

Teaching Standards for Promotion to the rank of Full Professor:

Candidates for Full professorship must uphold and exceed the high standards for teaching excellence set forth in the threshold for tenure and promotion. Candidates must additionally demonstrate a sustained record of mentorship, which will include directing theses and dissertations to completion, attending conferences with students, assisting students with placement in graduate programs or with navigating the job market, and assisting graduate students with their publication goals.

Although each faculty member will make unique contributions to the program, college, and university in their teaching, a sample of an exemplary candidate for promotion to Professor might look like someone who has:

- above average SPOT evaluations
- taken a lead role in area-wide curricular revisions
- consistently integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent program funds permit
- mentored at least 5 IADS student internships/creative or research projects by the time of promotion
- mentored at least 5 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- consistently shown willingness to serve the needs of the program and the interdisciplinary teaching needs across the college.
- consistently shown willingness to lead students in service-learning and/or community engagement projects.

c. Service

Service Standards for Promotion and Tenure in the Interdisciplinary Art and Design Studies Program

Faculty members in IADS must demonstrate a continuing commitment to high-quality service to the program, the college, and the university. The Interdisciplinary Art and Design Studies program also recognizes professional service to constituencies external to UNT (e.g., professional organizations and communities). The quantity of service performed is accounted for in the percentage of effort apportioned in faculty workload assignments and the individual faculty's professional goals. Leadership and service are frequently cited within interdisciplinary teaching/mentorship, creative projects, and public scholarship; therefore, junior faculty should not be penalized for greater evidence of leadership and service to local and regional communities and to UNT students. Nonetheless, it is expected that

after tenure service assignments and leadership roles should increase proportionally to the seniority of the faculty member. Annual evaluation is based on the specific rank and the expected activities at that rank. Tenure and promotion are evaluated based on meeting the standards of the specific rank.

Service Standards for Assistant Professor: IADS

Service at the assistant professor level ought to demonstrate willingness to be involved in academic programs and/or regional/area level organizations while focusing on developing their teaching portfolio and their scholarly agenda (see scholarship and teaching assessment criteria for further specifications).

A possible example of an associate professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

Most Valued:

Service to the Field/Communities

- Serving as elected officer/board member in local and/or regional professional organizations
- Serving as faculty advisor for student organizations
- Serving on committees for regional professional organizations
- Serving on editorial boards of regional journals in closely-related art and design fields
- Serving as *ad hoc* external reviewer for articles for journals in closely related art and design fields
- Serving as juror for local and/or regional organizations or exhibitions
- Serving local and/or regional communities through workshops

Service to the Program, College, and University

- Serving on standing, ad-hoc, or elected committees on college or program level requiring in excess of 8 hours per semester

Service Standards for Associate Professor: IADS

At the associate level, the program is looking for the emergence of a consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to program needs as determined by the unit administrator. The candidate must show that they are a reliable departmental citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate professor, including roles on more significant program, college, and university committees. In regards to the discipline/field/community, the candidate should indicate growth in involvement in national scholarly organizations.

A possible example of an associate professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

Most Valued:

Service to the Field/Communities

- Serving on committees in local and/or regional professional organizations
- Serving on editorial boards of highly regarded journals in closely-related art and design field
- Serving as *ad hoc* external reviewer for articles for journals in closely related art and design fields and/or scholarly, commercial book presses
- Serving as juror for organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving communities through workshops

- Editing or guest editing refereed journals or refereed conference proceedings
- Editorship of section of refereed national/international journals
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Program, College, and University

- Serving as program coordinator
- Serving as a leader in program development and implementation on the program level
- Serving on major standing, ad-hoc, or elected committees on college or program level requiring in excess of 20 hours per semester

Service Standards for Full Professor: IADS

In the area of service, candidates must demonstrate increasing commitment to service and leadership to the program, the college, and/or the university levels, as well as to the profession. Willingness to serve on major committees and/or to take on major service assignments (such as committee chairship or program coordinator) must be complemented by excellence. Candidates should also demonstrate a record of effective service to the profession at national and international levels, including leadership roles in scholarly organizations, journal-editing, manuscript reading, or tenure-case adjudication.

A possible example of a full professor with a 20% service workload would include successful participation in a fourth of the most valued forms of service listed below spread out over the period of review *or* a demonstrable equivalence in terms of time, commitment, and effectiveness.

Most Valued:

Service to the Field/Communities

- Serving as elected officer/board member in a professional organization/conference at the regional, national, and/or international level
- Serving as committee chair in regional or national professional organizations
- Serving as editor of a highly regarded journal in a closely related art and design field
- Serving as an editor of a book series with a highly regarded academic or commercial press
- Serving as juror for regional, national, or international organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving communities through workshops
- Significant awards for achievement in service to international and/or national professional organizations and/or disciplinary/interdisciplinary fields
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Program, College, and University

- Serving as coordinator of a program
- Serving as a leader in program development and implementation on the university or college level
- Serving on major standing, ad-hoc, or elected committees on the university, college, department, or program level requiring in excess of 30 hours per semester.

**Standing Procedures, Evaluation Criteria
Reappointment and Promotion, and Annual Merit Review, of Professional Faculty**

Approved May 2022

Recommendations concerning reappointment and promotion must be made carefully, based upon a thorough examination of the candidate's record and the impartial application of these criteria in accord with UNT policy 06.005 (Non-Tenure Track Faculty Reappointment and Promotion) and Academic Freedom and Academic Responsibility (UNT Policy 06.035). It furthermore follows the procedures for annual evaluation, reappointment, tenure, and promotion outlined in the College of Visual Arts and Design by-laws. In the application of these policies and the by-laws, the Interdisciplinary Art and Design Studies Program carefully evaluates and makes recommendations based on workload.

The Interdisciplinary Arts and Design Studies Program recognizes the need for diversity, both in teaching and service. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The reappointment and promotion evaluation for lecturers will focus on teaching and service; however, professional creative activity continues to be valued as it informs a lecturer's teaching excellence. The faculty can use the Narrative Statement to illustrate the contribution of professional and creative activity towards teaching and service, should they choose.

The faculty in the Interdisciplinary Arts and Design Studies Program will be evaluated on the following performance ratings:

5 –Highly Accomplished –Performance consistently and significantly exceeds established objectives; achieves significant contributions well beyond normal job requirements. Performance at this level is unique and rarely attained.

4 –Exceeds Requirements –Performance exceeds established objectives on a regular basis; exhibits a degree of excellence in accomplishing individual and department goals beyond the normal job requirements.

3 –Proficient/Meets Requirements –Performance meets established objectives and fully completes normal job requirements.

2 –Developing/Needs Improvement –Performance of established objectives is inconsistent; meets some of the minimum requirements of the position, but needs to improve performance in other areas.

1 –Unsatisfactory –Performance of established objectives and/or behaviors is deficient; rarely meets established objectives and/or behaviors, consistently fails to meet normal job requirements.

These ratings correlate to the below rankings as follows: 4-5 corresponds to Excellent; 3 corresponds to Good; and 1-2 corresponds to Needs Improvement.

Guidelines for Evaluating Teaching

For continuing appointment, the full-time faculty member should at minimum demonstrate sufficient strength in the classroom to indicate consistent, effective teaching. There should also be evidence that the faculty member is capable of developing curricular materials, organizing and presenting course content effectively, and working competently and harmoniously with students, faculty, and staff.

Lecturers in the Interdisciplinary Arts and Design Studies Program will supplement UNT's faculty information system (FIS) with the following:

1. Examples of Student Work:

10-15 Student work samples labeled with the course and academic term. The work sample must demonstrate outcomes from a variety of assignments. Student work should be clearly labeled with name, course number

and semester. Examples of student work may include, but are not limited to, images of artwork, portfolio collections, or written work.

2. Peer Teaching Observation:

Faculty may request and include peer teaching observations.

In the event that these materials are missing or incomplete, a rating of *Needs Improvement* is indicated.

Sources of Evidence – Rating of Good

The Interdisciplinary Arts and Design Studies Program values the following as the expectation of teaching from lecturer faculty. For a faculty member to meet expectations in teaching, they will provide:

- Evidence of teaching effectiveness in Peer Teaching Observation (optional).
- Documented, goal-oriented collaborative engagement across the college for an ongoing assessment and alignment of the program goals to better support students in the college.
- A demonstrated meaningful, measurable inclusion of diversity, inclusion, and equity in the curriculum and useful learning experience for students.
- Receive student evaluations that demonstrate a positive trend within or above program norms for each class type (large lecture, small lecture, project-based, seminar, online, etc.)
- Evidence of student success as indicated in the teaching portfolio.
- Work with the Interdisciplinary Arts and Design Studies Program Coordinator and/or Unit Administrator to develop/update curriculum and continue assessing such curricula for effectiveness.

Sources of Evidence – Rating of Excellent

Faculty members achieve excellence in teaching by actively participating in the program's academic mission at the highest levels. This activity must include a sustained record excellence in teaching-related activities from the Program's work evaluation category as appropriate to the faculty member's role within the program, college, and university.

The Interdisciplinary Arts and Design Studies Program values the following as evidence of excellence in teaching from a lecturer faculty: In addition to the criteria for Good above, criteria for excellent will include, for example, engaging in 3-5 of the below or equivalent.

Evidence of Excellent:

- Evidence of effectiveness in Peer Teaching Observation (optional).
- Development of instructional materials:
- Development of new courses or rewriting of standing courses
- Development of instructional materials that will foster community and collaboration in the program and college.
- Use of teaching innovations, technology, and/or media that is demonstrably useful to Interdisciplinary Arts and Design Studies students.
- Facilitating learning experiences that challenge students (e.g. classroom experiences that foster creative and critical thinking, fieldtrips, external collaborations, service learning, facilitating external student opportunities, student exhibition, or student events.)
- Provide students to service-learning experiences that integrate community service with academic

study to enrich learning, teach civic responsibility, and strengthen communities.

- Receive honors, awards or nominations for teaching excellence.
- Secure external or internal grant or other funding in support of enhancing teaching.
- Serves as chair or panelist at regional, state or national conference focused on teaching or pedagogy, teaching, or education or presents papers and/or research based on any of these.
- Innovations in pedagogy, student engagements, work projects, and assessment outcomes, update of course content to reflect the changing state of the discipline.
- Accomplishments and awards received by students/alumni directly supervised and/or mentored by the faculty member.
- Achievement of significant awards or other recognition for teaching.
- Mentors and supervises students and provides opportunities for their scholarship engagement, publications, presentations, internships, exhibits, and/or performances.
- Expands students' abilities, knowledge, and interests through engagements such as workforce readiness skills and behaviors development, study abroad opportunities, internships, and by relating concepts to students' personal experiences and community, and global challenges.
- Lead workshops, lectures, or non-credit instruction delivered outside their own classes.
- Serves on a committee for comprehensive examination, dissertation, thesis or research project.
- Leads student(s) in field experiences to develop disciplinary skill sets outside regular classroom setting.
- Evidence of high-achieving student success as indicated in the teaching portfolio.

Guidelines for Evaluating Service

For continuing appointment, the full-time faculty member should attend and participate regularly in faculty meetings and any CVAD committees to which he/she is elected or appointed. The faculty member may also provide documentation concerning service to UNT (e.g., appointment or election to a UNT committee or organization) and community service activities associated with the field.

In the event that these materials are missing or incomplete, a rating of *Needs Improvement* is indicated.

Sources of Evidence

The following documentation shall serve as the basis for evaluating the service function of a faculty member in the Interdisciplinary Arts and Design Studies (IADS) Program:

- Participate in the development or execution of unit, school or university initiatives, programs or events that work towards student recruitment, retention and success or unit, school or institutional reputation.
- Collaborate with IADS program coordinator | unit administrator to monitor IADS facility and teaching supplies.
- Work with IADS program coordinator | unit administrator to create and participate in recruitment and retention efforts.
- Serve on college or university committees.
- Contribute and participate in programmatic initiative at the IADS Program or college level on a regular and ad hoc basis, e.g., student exhibition, portfolio day.
- Serve as a consulting curator for exhibitions within local and/or regional galleries and non-profit arts institutions.
- Serve as a juror for local, regional, national and/or international grants, fellowships or exhibitions.
- Consulting on teaching issues for other departments, universities, or organizations.

- Identify, develop, and share initiatives that yield successful outcomes of institutional student recruitment, retention, and success.
- Promotes the internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement.
- Exhibits leadership, demonstrates success, and/or engages actively in community-at-large initiatives, civic groups, non-profit organizations, professional organizations, and public agencies.
- Uses successful and innovative methods in individual and group mentoring initiatives and effectively mentors and supports junior colleagues.
- Assumes leadership in recruitment, retention, and mentoring of faculty and students in an effort to promote inclusiveness and domestic and international diversity.
- Activities that demonstrate a contribution to the teaching, learning, and IADS pedagogy in such as regional and national/international initiatives, conferences, publications, grant writing and fundraising efforts, consulting that demonstrates excellence in the field, and similar evidence of service contributions.
- Serving as faculty advisor to student clubs or for student events.
- Exhibits leadership, demonstrates success, and/or engages actively in building university partnerships that deepen relationships and strengthen economic, educational, social, and cultural well-being of communities in the north Texas region and beyond.
- Initiates and promotes projects to advance the unit, college/school, and/or university and improve their internal and external reputations.

Evidence of Good:

- Lecturers meet the requirements of good performance when they engage in significant participation, (e.g., committee member, etc.) vis-à-vis the items listed above, based on holistic evaluation.

Evidence of Excellent:

- Lecturers meet the requirements of excellent performance when, in addition to meeting the standards for good performance, they:
 - 1) demonstrate significant leadership positions in the above (for example: serving as a chair in departmental/programmatic, college, or university committees or sub-committees, or serves as elected officer or board member, in international, national, regional or state organization),
 - 2) receive awards and/or formal recognition of service and engagement, 3) and/or demonstrate excellent contributions based on holistic evaluation