

Art Education Evaluation Criteria

Jan. 2024

The following document is the Art Education/Art History department evaluation criteria. It represents the last approved criteria for Art Education and is the document to be used in the current 2024 Annual Evaluation cycle for Art Education faculty.

The Department of Art Education will spend Spring 2024 revising its own departmental evaluation criteria with the goal of replacing this criteria prior to Fall 2024.

**Department of Art Education and Art History
University of North Texas**

Evaluation Criteria

Table of Contents

General Departmental Guidelines.....	1
Evaluation Criteria for Art Education.....	4
Evaluation Criteria for Teaching: Art Education	
Teaching Standards for Promotion: Art Education	
Evaluation Criteria for Research: Art Education	
Research Standards for Promotion: Art Education	
Evaluation Criteria for Service: Art Education	
Service Standards for Promotion: Art Education	
Evaluation Criteria for Art History.....	12
Evaluation Criteria for Teaching: Art History	
Teaching Standards for Promotion: Art History	
Evaluation Criteria for Research: Art History	
Research Standards for Promotion: Art History	
Evaluation Criteria for Service: Art History	
Teaching Performance Evaluation Criteria for Lecturers: Art History	
Evaluation Criteria for Interdisciplinary Art and Design Studies.....	18
Evaluation Criteria for Teaching: IADS	
Teaching Standards for Promotion: IADS	
Evaluation Criteria for Research: IADS	
Research Standards for Promotion: IADS	
Evaluation Criteria for Service: IADS	
Teaching and Service Performance Evaluation Criteria for Lecturers: IADS	

General Departmental Guidelines

The Department of Art Education and Art History adheres strictly to the University of North Texas policies on annual evaluation (UNT Policy 06.007) and on reappointment and the granting of tenure and promotion of tenure-line faculty (UNT Policy 06.004) and lecturers (UNT Policy 06.005). 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 department assiduously evaluates and makes recommendations based on workload percentages in the three areas of teaching, research, and service.

General Departmental Criteria for Tenure-Line Faculty

The academic disciplines housed in the Department of Art Education and Art History believe the primary goal of professional development of tenure-line faculty is to remain current in and contribute to the respective fields through continued research and dissemination of information through the professional work, teaching, and service activities listed in this document under the specific disciplines. It is essential that the research informs teaching and be incorporated into the curricula. Academic research touches state, national, and international levels. The department 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, is evidence of sustained excellence in the domains of teaching and scholarship along with evidence of sustained effectiveness in the domain of service. More specifically, the Department of Art Education and Art History 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 member's 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 during the tenure as associate professor. A promotion to the rank of professor requires evidence of sustained excellence in each of the three (3) domains of teaching, scholarship, and service, sufficient for the achievement of a national or international reputation and recognition.

The Department of Art Education and Art History defines excellence for tenure-line faculty in the following ways:

- a) Faculty members achieve excellence by engaging in professional scholarly/creative activity that demonstrates an emerging national reputation. This activity must include a sustained record of publications and other forms of dissemination from the department's "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages and agreed-upon role within the department, college, and university. Because reviews for tenure and promotion include dossiers 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.
- b) Faculty members achieve excellence in teaching by actively participating in the department's academic mission at the highest levels. This activity must include a sustained record of teaching-related activities from the department's "Most Valued" work evaluation category as appropriate

to the faculty member's workload percentages and agreed-upon role within the department, college, and university. Because reviews for tenure and promotion include dossiers 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.

- c) While faculty pursuing tenure should place their emphasis in professional activity and teaching, each faculty member should consistently and constructively engage in service on behalf of the profession, department, college, and/or university. The amount and type of this service should be appropriate to his/her status, professional goals, workload percentages, and agreed-upon role within the department, bearing in mind that all faculty must make some contribution in this area for the good of the academic programs. Because reviews for tenure and promotion include dossiers 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.

General Departmental Criteria for Lecturers

The fundamental criteria for promotion to senior lecturer is appropriate years of service, evidence of currency in the field, and evidence of excellence in the domain of teaching and sustained effectiveness in the domain of service. The fundamental criteria for promotion to principal lecturer is appropriate years of service, evidence of currency in the field, and evidence of sustained excellence in the domains of teaching and service.

The Department of Art Education and Art History defines excellence for lecturers in the following ways:

- a) Lecturers achieve excellence in teaching by actively participating in the department's academic mission at the highest levels. This activity must include a sustained record of teaching-related activities from the department's lecturer work evaluation criteria as appropriate to the faculty member's workload percentages and agreed-upon role within the department, college, and university. For promotion to senior lecturer, the candidate must satisfy at least 3 of these criteria; for promotion to principal lecturer, the candidate must satisfy at least 5 of these criteria.
- b) While the assigned workload for lecturers places overwhelming emphasis on teaching, each lecturer consistently and constructively engages in service on behalf of the department, college, and/or university. The amount and type of this service should be appropriate to his/her status, professional goals, workload percentages, and agreed-upon role within the department, bearing in mind that all faculty must make some contribution in this area for the good of the academic programs.

The Department of Art Education and Art History defines currency in the field for lecturers in the following ways:

- a) Lecturers demonstrate currency in the field by a sustained record of attending conferences, seeking continuing education, research and publication, and/or significant involvement with professional organizations.

Evaluation Criteria for Art Education

Evaluation Criteria for Teaching: Art Education

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

Peer and Student Evaluations

- Required Department Chair evaluations of teaching (Annual in first three probationary years). Art Education faculty seeking promotion to Associate will be assessed using a teaching evaluation form.
- Optional evaluations of teaching (tenure-track faculty can request additional observations by the Department Chair (after their required once-per-year evaluations for the first three years) or by other faculty (who may then write in support of the faculty member after observing their teaching).
- Quantitative evaluations by students (tenure-track faculty seeking Associate professorship must achieve the departmental average score in SPOT evaluations. Faculty seeking Full professor appointments must have above average SPOT teaching scores when compared to the department's SPOT scores.)
- Qualitative evaluations by students in SPOT

Development of Instructional Materials

- New courses designed and approved for the UNT Course Catalog
- Substantial rewriting of old courses, as determined by peers, to better align with the course 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 courseware used by other colleges, universities, and K-12 institutions
- 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 M.A. theses or projects, Honors theses, or Ph.D. dissertations. Art Education faculty seeking Associate promotion needs to have graduated at least 1 Ph.D. student and faculty seeking Full promotion need to have graduated at least 3 Ph.D. students at the time of promotion evaluation.
- Membership on thesis, project, MFA exhibition, or dissertation committees. Art Education tenure-track faculty up for promotion to Associate needs to serve/have served on at least 3 of these committees while those seeking Full appointments need to be/have been on at least 6 Master's level committees, dependent upon size of student population.
- Exemplary supervision of teaching fellows and academic assistants that is demonstrated by evidence provided by the faculty member.
- Effective supervision of multi-section 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 finding in support of teaching

Responsiveness to Departmental Needs (e.g., willingness, if needed, to teach certain courses)

Teaching Standards for Promotion and Tenure: Art Education

Teaching Standards for Promotion to the rank of Associate Professor in Art Education:

The art education program considers high-quality teaching and classroom performance to be critical elements in all promotion decisions. The candidate must excel in both graduate and undergraduate 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, development of instructional materials, recognition of teaching success, and responsiveness to departmental needs (see Evaluation Criteria above 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 department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Associate Professor might look like someone who has:

- graduated at least 1 Ph.D. student during the probationary period
- served on at least 3 Master's/Ph.D. committees
- average or above SPOT evaluations
- an average or above evaluation of teaching by the Chair
- effectively shaped program curriculum to reflect research area
- integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent departmental funds permit
- effectively supervised 1 teaching fellow/academic assistant
- mentored at least 3 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- shown willingness to serve departmental teaching needs.

Teaching Standards for Promotion to the rank of Full Professor in Art Education:

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 department, 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 departmental funds permit
- graduated at least 3 Ph.D. student by the time of promotion
- served on at least 6 Master's/Ph.D. committees
- effectively supervised 3 teaching fellows/academic assistants
mentored at least 6 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- consistently shown willingness to serve departmental teaching needs.

Evaluation Criteria for Research: Art Education

Quality research is essential for annual evaluation and faculty seeking promotion. Activities that are evaluated to assess research include:

Publication: Excellence in research in art education is achieved principally through publication. Faculty should have a balanced portfolio of research and publications that are peer-reviewed, national and international in scope, and have high level of scholarly significance in art education or related field of study, 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 art education or related field of study.

Creative Work: Research and creative work and activity serve to advance the disciplines of art and art education research. Faculty members in art education can remain active producers of art. Evidence of creative activity includes artistic production, artistic collaborations, and gallery/museum exhibitions as listed in the **Most Valued Creative** category. Artistic production and creative activity will count toward tenure and promotion of art education faculty, and may **complement substantial scholarly research in art education**.

MOST VALUED

Publication

- Single authored books by recognized presses
- Refereed articles or full papers in recognized international/national journals*
- Co-authored books by recognized presses
- Edited and Co-edited books (anthologies) by recognized presses
- 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
- External funding received for research or creative activities (such as federal, state, or foundations)

Creative

- Juried or invitational solo or group exhibition in a recognized museum, gallery, private collection, public art venue, art institution, or arts organization
- Curating an exhibition at a recognized museum or collection

Professional Involvement

- Professional refereed paper presentations or discussant at national/ international conferences
- Keynote speeches given at national and international conferences, or refereed colloquia
- Major workshops and lectures given at national /international institutions
- Adoption of faculty-authored materials for courses.
- White Papers, reports, or handbooks commissioned by national bodies, committees, organizations
- National and international honors, fellowships, or residencies in recognition of scholarly or creative activities

*Recognized National/International Journals include *Studies in Art Education*, *The International Journal of Education through Art (IJETA)*, *The International Journal of Art & Design Education (IJADE)*, or journals with the same reputation, selectivity, and prestige. IJETA and IJADE are nationally and internationally ranked journals. *Studies in Art Education* is not ranked due to the small size of the art education field in the U.S. However, it is widely considered a premier journal in art education and faculty at all of our aspirational peers publish their scholarship in this journal.

Research Standards for Promotion and Tenure: Art Education

Research Standards for Promotion to the rank of Associate Professor in Art Education:

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

- **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** category. Two of these articles must reflect **scholarly contributions in the field of art education** and be published in premier journals in art education, such as *Studies in Art Education*, the *International Journal of Education through Art (IJETA)*, and *International Journal of Art & Design Education (IJADE)*. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** 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 art education or related field of study, averaging **one to two** professional activities per year in the department's **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** 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 department's **Most Valued Professional Creative** category. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one** to **two** professional activities per year in the department's **Most Valued Professional Involvement** category.

Research Standards for Promotion to the rank of Professor in Art Education:

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

- **2 publications on average per year** in art education or related field of study in premier journals in art education, such as *Studies in Art Education*, the *International Journal of Education through Art* (IJETA), and *International Journal of Art & Design Education* (IJADE) or journals of equivalent prestige from the department's **Most Valued Publication** category. Or 2 publications on average per year in peer-reviewed or invited venues appropriate to rank that illustrate influence and prestige within the field. Successful faculty members will maintain a high level of complementary professional involvement in art education or related field of study, averaging **one** to **two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or a related field of study in the department's **Most Valued 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 art education or related field of study, averaging **one** to **two** professional activities per year from the **Most Valued Professional Involvement** category.
- Or **1 publication on average per year** in art education or related field of study in the department's **Most Valued Publication** category and **one** juried or invitational solo or group exhibition in a recognized museum, gallery, or private collection or **one** curated exhibition at a recognized museum or collection in the department's **Most Valued Creative** category. Successful faculty members will maintain a balanced level of **professional involvement** in art education or related field of study, averaging **one** to **two** professional activities per year in the department's **Most Valued Professional Involvement** category.

Service Evaluation Criteria: Art Education

Faculty members must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The art education 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. After tenure, expectations regarding service assignments and the assumption of leadership roles 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 Professors in Art Education

Service at the assistant professor level ought to demonstrate willingness to be involved in department 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 Discipline/Field/Communities

- Serving as elected officer/board member in 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 art education or a closely-related fields
- Serving as *ad hoc* external reviewer for articles for tier two/regional journals in art education or closely related fields
- Serving as juror for regional organizations or exhibitions
- Serving regional communities through workshops

Service to the Department, College, and University

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

Service Standards for Associate Professors in Art Education

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 departmental needs as determined by the chair. The candidate must show that he or she is 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 department, 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 Discipline/Field/Communities

- Serving on committees in international and/or national professional organizations
- Serving on editorial boards of highly regarded journals in art education or a closely-related fields
- Serving as *ad hoc* external reviewer for articles for tier one/two journals in art education or closely related fields and/or scholarly, commercial book presses
- Serving as juror for national organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions

- Serving national communities through workshops
- Editing or guest editing refereed journals or refereed conference proceedings
- Editing/Co-editing special issues in refereed journals
- 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 Department, College, and University

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

Service Standards for Full Professors in Art Education

In the area of service, candidates must demonstrate increasing commitment to service and leadership to the department, the college, and/or the university levels, as well as to the profession. Willingness to commit to major committees and/or to take on major service assignments (such as 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 Discipline/Field/Communities

- Serving as elected officer/board member in a professional organization/conference at the international and/or national level¹
- Serving as committee chair in international and/or national professional organizations
- Serving as editor of a highly regarded journal in art education or a closely related field²
- Serving as an editor of a book series with a highly regarded academic or commercial press
- Serving as juror for international and national organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving international communities through workshops
- Significant awards for achievement in service to international and/or national professional organizations and/or disciplinary fields
- Editing or guest editing refereed journals or refereed conference proceedings
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Department, College, and University

- Serving as chair of a department

¹ Examples of international, national, regional, local conferences/organizations provided in the scholarship criteria.

² Examples of leading journals provided in the scholarship criteria.

- 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

Evaluation Criteria for Art History

Evaluation Criteria for Teaching: Art History

Faculty members achieve excellence in teaching by actively participating in the program's academic mission at the highest levels. Philosophically, the art history faculty interpret this statement to mean that, as a collaborative community of research scholars, our aspirational goals in teaching are:

- To develop and communicate educational objectives clearly and effectively to students and department
- To teach students to think purposely, creatively, critically, and rigorously
- To construct and use effective procedures to evaluate student performance
- To meet student advising/mentoring responsibilities
- To continually develop competencies in the faculty's subject area
- To promote and maintain rigorous academic standards
- To take an active role in promoting educational programs in the discipline, department and college by taking an active role in developing and evaluating program curriculum
- To serve as source of specialized information and general knowledge of the field

With these aspirational goals in mind, the benchmarks for promotion and tenure will encompass: consistent effort, responsiveness to feedback, creativity and dedication to student learning, and concerted support of the well-being of the art history program.

It is worth noting, however, that according to the Standards for Promotion and Tenure in Art History from the College Art Association, the preeminent national and international leadership organization in the visual arts, "The full-time teaching assignments of art historians should be comparable to those of other humanities faculty at the same institution (with two courses per semester as the norm at research universities, three at four-year institutions where teaching is given greater priority, and five at two-year colleges)."³ The following benchmarks for tenure and promotion within the art history program, therefore, come with the acknowledgement that the standard course load for art historians set by the College of Visual Arts and Design is five classes per year.

Assessment of Teaching: Art History

Teaching excellence will be evaluated by way of a compilation of these two tools and assembled evidence of teaching activities:

1. Internal Peer Reviews
2. Student Evaluations (SPOT)

Benchmark Expectations for Promotion and Tenure: Art History

At the 3rd Year Review:

- Three annual evaluations of teaching conducted by the Department Chair. A designated form for this evaluation will be mutually agreed upon by both the Chair and the faculty member.
- Student evaluations at either the undergraduate or graduate level should indicate the development towards highly skilled teaching.

³ "Standards for Retention and Tenure for Art Historians," College Art Association, available at <http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>.

- Evidence of engaging in student mentoring.
- Evidence of applicable involvement with undergraduate or graduate students either formally through appointed or elected positions or informally as part of community engagement.

To be granted Tenure and Promotion to Associate Professor in Art History:

- The candidate for tenure and promotion to Associate Professor has the option to include teaching evaluations by the Department Chair and/or by tenured faculty in the art history program.
- Student evaluations at either the undergraduate or graduate level must demonstrate highly skilled teaching.
- Evidence of engaging in student mentoring.
- Evidence of applicable involvement with undergraduate or graduate students either formally through appointed or elected positions or informally as part of community engagement.

To be granted Promotion to Full Professor in Art History:

- The candidate for promotion to Full Professor has the option to include teaching evaluations by the Department Chair and/or by tenured faculty in the art history program.
- Student evaluations at either the undergraduate or graduate level must demonstrate highly skilled teaching.
- Evidence of engaging in student mentoring.
- Consistent applicable involvement with undergraduate or graduate students formally through appointed or elected positions.

Excellence in Teaching in art history, as required for Tenure and Promotion, is seen as exceeding the *Benchmark Expectations* listed above. Evidence of **Excellence** is indicated by activity in ANY of the individual items listed below:

Experience as a teacher

- Honor and Awards for excellence in teaching
- Responsibility for supervising teaching assistants
- Serving on graduate committees outside the department or university
- Serving as major (lead) mentor of undergraduate and graduate students through major academic and professional milestone (applying to competitive internships, publication, competitive conferences, graduate school, professional positions)
- Consulting on teaching issues
- Mentoring students to present research at scholarly university fora
- Leading student(s) in research field experience to develop disciplinary skill set outside of a regular classroom setting

Enrichment of teaching

- Participation in workshops, institutes, short courses, etc., relating to improvement of teaching
- Invitation for a visiting faculty position at research institution
- Fellowships, residencies, for advancement of teaching

- Grants related to teaching and curriculum development

Creativity and scholarship in teaching

- Initiation or collaboration on the design of new courses, programs, curricula
- Development of teaching aids and materials, innovation and use of experimental technology
- Organizing special institutes, programs and seminars on teaching effectiveness

Evaluation Criteria for Scholarship: Art History

Faculty members achieve excellence in scholarship by engaging in professional, scholarly activities that demonstrate an emerging national reputation. These activities must include a sustained record of publication and other forms of dissemination from the department's **Most Valued** list (see below) as appropriate to the faculty member's workload percentages and agreed-upon role within the department, college, and university.

As cited above, according to the Standards for Promotion and Tenure in Art History from the College Art Association, the preeminent national and international leadership organization in the visual arts, "The full-time teaching assignments of art historians should be comparable to those of other humanities faculty at the same institution (with two courses per semester as the norm at research universities, three at four-year institutions where teaching is given greater priority, and five at two-year colleges)."⁴ In contrast with these guidelines, art history faculty at UNT typically teach a 3-2 load. Also, unlike most humanities-based academic programs at this university, art history does not grant a Ph.D., and course loads are not modified through course releases to support doctoral students and maintain correspondingly high-level research agendas.

Even with a heavy teaching load, as delineated by their workload, faculty members share the university's commitment to research. A clear record of continuing accomplishment and potential in research and scholarship is, therefore, necessary for positive promotion and tenure consideration. The diversity of focuses, and the chronological and geographical span of art history, along with the interdisciplinary nature of art history, mitigates against proposing a standard or canonical list of journals and presses in which art historians publish. For the purposes of promotion and tenure, candidates must demonstrate that items they achieve among the department's **Most Valued** list are peer-reviewed or refereed.

On the matter of the value of a journal, the College Art Association observes

"...that many journals published outside the United States have selection procedures that do not match the American system of peer review. This is true of even the most highly regarded and prestigious journals and does not by itself suggest that the journal is any less rigorous or selective than its American counterparts. In the absence of homogeneous procedures it is impossible to rank journals for the purpose of assessing the quality of scholarship published in them. The association *recommends that judgments of the quality of a candidate's publications should be based on the assessment of expert reviewers who have read the work and can compare it to the state of scholarship in the field to which it contributes.*"⁵

⁴ "Standards for Retention and Tenure for Art Historians," College Art Association, available at <http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>.

⁵ "Standards for Retention and Tenure for Art Historians," College Art Association, available at <http://www.collegeart.org/standards-and-guidelines/guidelines/art-history-tenure>.

Third year review in Art History:

Tenure-track art historians, for their third year review, must demonstrate an established record of publication and other forms of achievement such as external funding from the department's **Most Valued** list, including but not limited to no fewer than 2 publications and at least one other form of scholarly recognition (see list below), all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant. These 2 publications may be "in press" with evidence of this status from the publisher. Faculty who bring with them to UNT publications produced prior to UNT employment also must produce no fewer than 2 publications in addition to that previously published work.

Promotion to Associate Professor in Art History:

Tenure-track art historians teaching a 3-2 course load who are applying for **tenure and promotion to the rank of Associate Professor** must demonstrate a sustained record of publication and other forms of achievement such as external funding from the department's **Most Valued** list, including but not limited to

- either no fewer than a total of 6 publications plus 2 additional items from the **Most Valued** list, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 anthology or edited book volume plus 3 additional items from the **Most Valued** list, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 single-authored book manuscript plus 2 additional items from the **Most Valued** list, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant.

Chapters/Articles/Essays may be "in press" and accepted proposals for books will be considered with evidence of this status from the publisher.

Promotion to Full Professor

Tenure-track art historians teaching a 3-2 course load who are applying for **promotion to the rank of Full Professor** must demonstrate a sustained record of publication and other forms of achievement such as external funding from the department's **Most Valued** list, including but not limited to

- either no fewer than 6 publications plus 2 additional items from the **Most Valued** list, in excess of materials from any previous promotions, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 anthology or edited book volume plus 3 additional refereed items from the **Most Valued** list, in excess of materials from any previous promotions, all demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant,
- or 1 single-authored book manuscript plus 2 additional items in excess of materials from any previous promotions, demonstrably peer-reviewed and recognized by peers as being valued for their relevance to the scholarly project or projects of the applicant.

Chapters/Articles/Essays may be "in press" and accepted proposals for books will be considered with evidence of this status from the publisher.

Most Valued List—Scholarship

Publications

- Single authored books by nationally/internationally recognized presses
- Co-authored books by nationally/internationally recognized presses
- Museum exhibition catalogs by nationally/internationally known museums
- Edited books by nationally/internationally recognized presses
- Editing or guest editing refereed national/international journals or conference proceedings
- Chapters in edited books such as anthologies from nationally/internationally recognized presses
- Refereed articles or full papers in national/international journals or conference proceedings
- Authorship of recognized digitally-based scholarship; recognition could take the form of external grant funding, peer-review, or affiliation with professional organizations or institutions
- Curating an exhibition at a nationally/internationally recognized museum or collection
- National and international honors, fellowships, or residencies in recognition of scholarly activities
- External funding received (such as federal, state, or foundations)

Other forms of scholarly recognition

- Critical reviews of work (books, exhibitions, works of art) in national and international publications
- Adoption of faculty-authored materials for courses
- Keynote speeches given at national and international conferences
- Professional refereed paper presentations or discussant at national/ international conferences
- Major workshops/lectures given at national /international conferences or institutions
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw
- Consulting at the national/international levels

Evaluation Criteria for Service: Art History

In addition to scholarship and teaching, each faculty member should consistently and constructively engage in **service** on behalf of the profession, department, college, and/or university. The amount and type of this service should be appropriate to his/her rank, professional goals, workload percentages, and agreed-upon role within the department.

Assistant Professor

Evidence of excellence in the domain of service for tenure and promotion to Associate Professor should include at least 3 of the following service activities spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment:

Professional Service

- Serving as an elected officer/board member in regional, national, and/or international professional organizations

- Serving on committees for regional, national, and/or international professional organizations
- Serving on editorial boards of regional, national, and/or international journals
- Serving as an external reviewer for academic articles, book proposals, and/or book manuscripts
- Serving as a juror for regional, national, and/or international organizations and/or exhibitions
- Serving on nationally and/or internationally-recognized fellowship/grant selection committees

Service to the Department, College, and University

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

Associate Professor

It is expected that after promotion to Associate Professor, the faculty member will take on greater service commitments to the profession and to the department, college, and/or university. Service should include a greater presence in national and/or international professional organizations and a more significant role in department, college, and university committees. Service deemed excellent for promotion to the rank of Full Professor should include at least 5 of the following service activities spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment:

Professional Service

- Serving as an elected officer/board member in regional, national, and/or international professional organizations
- Serving on committees for regional, national, and/or international professional organizations
- Serving on editorial boards of regional, national, and/or international journals
- Serving as an external reviewer for academic articles, book proposals, and/or book manuscripts
- Serving as a juror for regional, national, and/or international organizations and/or exhibitions
- Serving on nationally and/or internationally-recognized fellowship/grant selection committees
- Serving on a program review at an external institution
- Honors, fellowships, or residencies in recognition of service activities
- Serving as an external reviewer for promotion or tenure

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 20 hours per semester
- Serving as Program Coordinator

Full Professor

It is expected that after promotion to Full Professor, the faculty member will show evidence of a sustained commitment to service and leadership to the profession and to the department, college, and/or university. Service should include a greater presence in national and/or international professional organizations and a more significant role in department, college, and university committees. Service deemed excellent at the level of Full Professor should include at least 5 of the following service activities spread out over the period of review *or* a demonstrable equivalence in terms of time and commitment.

Professional Service

- Serving as an elected officer/board member in regional, national, and/or international professional organizations

- Serving on committees for regional, national, and/or international professional organizations
- Serving on editorial boards of regional, national, and/or international journals
- Serving as an external reviewer for academic articles, book proposals, and/or book manuscripts
- Serving as a juror for regional, national, and/or international organizations and/or exhibitions
- Serving on nationally and/or internationally-recognized fellowship/grant selection committees
- Serving on a program review at an external institution
- Honors, fellowships, or residencies in recognition of service activities
- Serving as an external reviewer for promotion or tenure

Service to the Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring in excess of 30 hours per semester
- Serving as Program Coordinator

Teaching Performance Evaluation Criteria for Lecturers: Art History

Lecturers within the art history program have reduced research and service responsibilities compared to tenure-line faculty. The criteria for the evaluation of research and service for lecturers within the department is the same as for tenure-line faculty, although adjusted based on workload.

The following evaluation criteria apply to the domain of teaching, which is provided to all faculty and reviewed annually for its currency.

Lecturers achieve excellent performance standards when they

- Receive honors and awards for teaching
- Lead a project resulting in honors or awards for their students
- Design/re-design of curriculum and/or individual courses, including data-driven revisions resulting from assessment plans.
- Secure external or internal grant or other funding in support of teaching
- Lead workshops, lectures, or non-credit instruction delivered beyond his/her own classes
- Enrich classes through guest lectures by external speakers
- Lead student(s) in field experiences to develop disciplinary skill sets outside regular classroom setting
- Provide academic advising and mentoring of undergraduate and graduate students through major academic and professional milestone (applying to competitive internships, publication, competitive conferences, graduate school, professional positions, university research fora)
- Serve as committee member for research project/thesis/dissertation
- Consult for constituencies beyond the department, including but not limited to other departments, universities, publishers, granting agencies, and arts organizations
- Author courseware used by other colleges, universities, and K-12 institutions
- Supervise and train Teaching Assistants, Teaching Fellows, or Adjuncts
- Receive student evaluations within or above department norms for each class type (large lecture, small lecture, project-based, seminar, online, etc.)

Evaluation Criteria for Interdisciplinary Art and Design Studies (IADS)

Evaluation Criteria for Teaching: IADS

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 Department Chair evaluations of teaching (Annual in first three probationary years). Interdisciplinary Art and Design Studies faculty seeking promotion to Associate Professor will be assessed using a teaching evaluation form.
- Optional evaluations of teaching (tenure-track faculty can request additional observations by the Department Chair (after their required once-per-year evaluations for the first three years) or by other faculty (who may then write in support of the faculty member after observing their teaching).
- Quantitative evaluations by students (tenure-track faculty seeking Associate professorship must achieve the departmental average score in SPOT evaluations. Faculty seeking Full professor appointments must have above average SPOT teaching scores when compared to the department's SPOT scores.)
- Qualitative evaluations by students in SPOT

Development of Instructional Materials:

- New IADS and/or interdisciplinary-related courses designed and approved for the UNT Course Catalog
- 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. IADS faculty seeking Associate Professor promotion needs to have mentored at least 3 IADS student internships and creative and/or research projects; faculty seeking Full promotion need to have overseen at least 5 IADS student internships/ creative or research projects at the time of promotion evaluation.

- 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.

- Exemplary supervision of teaching fellows and academic assistants that is demonstrated by evidence provided by the faculty member.
- 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 finding 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 Department of Art Education and Art History and the IADS program consider high-quality teaching and classroom performance to be critical elements in all promotion decisions. The candidate must excel in both graduate and undergraduate 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, development of instructional materials, recognition of teaching success, and responsiveness to departmental 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 department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Associate Professor might look like someone who has:

- mentor at least 3 IADS student internships/creative or research projects by time of promotion
- average or above SPOT evaluations
- an average or above evaluation of teaching by the Chair
- effectively shaped program curriculum to reflect research area
- integrated teaching innovations/technology/media in most classes
- consistently included guest speakers to the extent departmental funds permit
- effectively supervised 1 teaching fellow/academic assistant
- mentored at least 3 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- shown willingness to serve both the departmental and 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 department, 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 departmental funds permit
- mentor at least 5 IADS student internships/creative or research projects by the time of promotion
- effectively supervised 3 teaching fellows/academic assistants
- mentored at least 5 students through a professional milestone (internship, publication, employment, conference, graduate school acceptance, etc.)
- consistently shown willingness to serve departmental and interdisciplinary teaching needs across the college.
- consistently shown willingness to lead students in service-learning and/or community engagement projects.

Evaluation Criteria for Research: IADS

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 department'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

- 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 department'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 department's **Most Valued Professional Involvement** category.
- Or **1 publication or creative project on average per year** in a related field of study in the department'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 department's **Most Valued Professional Involvement** category.

- Or **1 publication on average per year** in a related field of study in the department'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 department'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 department'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 department'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 department'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 department'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.

Evaluation Criteria for Service: IADS

Faculty members in IADS must demonstrate a continuing commitment to high-quality service to the department, 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 department 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 tier two/regional 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 Department, College, and University

- Serving on standing, ad-hoc, or elected committees on college, department, 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 departmental needs as determined by the chair. The candidate must show that he or she is 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 department, 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 tier one/two 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
- Editing/Co-editing special issues in refereed journals
- 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 Department, College, and University

- Serving as program coordinator
- Serving as a leader in program development and implementation on the department level
- Serving on major standing, ad-hoc, or elected committees on college, department, 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 department, the college, and/or the university levels, as well as to the profession. Willingness to serve on commitments to major committees and/or to take on major service assignments (such as 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
- Editing or guest editing refereed journals or refereed conference proceedings
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw

Service to the Department, College, and University

- Serving as chair of a department

- 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.

Teaching and Service Performance Evaluation Criteria for Lecturers: IADS

Lecturers within the Interdisciplinary Art and Design Studies program have reduced research and service responsibilities compared to tenure-line faculty. The criteria for the evaluation of research and service for lecturers within the department is the same as for tenure-line faculty, although adjusted based on workload.

The following evaluation criteria apply to the domain of teaching, which is provided to all faculty and reviewed annually for its currency.

Lecturers achieve excellent performance standards when they

- Teach interdisciplinary courses across multiple departments that serve both IADS students and the wider needs of the college.
- Lead students (s) in field experiences that provide marketable skills and career pathways.
- Lead students in creative and/or research project (s) that serve to extend and expand disciplinary boundaries.
- Receive honors and awards for teaching
- Lead a project resulting in honors or awards for their students
- Design/re-design of curriculum and/or individual courses, including data-driven revisions resulting from assessment plans.
- Secure external or internal grant or other funding in support of teaching
- Lead workshops, lectures, or non-credit instruction delivered beyond his/her own classes
- Enrich classes through guest lectures by external speakers
- Lead student(s) in field experiences to develop disciplinary skill sets outside regular classroom setting
- Lead student(s) in service-learning projects that engage the local arts and/or civic communities and that develop interdisciplinary and disciplinary skill sets outside regular classroom setting.
- Provide academic advising and mentoring of undergraduate and graduate students through major academic and professional milestones (applying to competitive internships, publication, competitive conferences, graduate school, professional positions, university research fora)
- Serve as committee member for research project/thesis/dissertation
- Consult for constituencies beyond the department, including but not limited to other departments, universities, publishers, granting agencies, and arts organizations
- Author courseware used by other colleges, universities, and K-12 institutions
- Supervise and train Teaching Assistants, Teaching Fellows, or Adjuncts
- Receive student evaluations within or above department norms for each class type (large lecture, small lecture, project-based, seminar, online, etc.)
- Serving on standing, ad-hoc, or elected committees on college, department, or program level
- 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

- Serve as a selection panelist for public art commissions
- Serving communities through workshops.
- Collaborate on projects and/or initiatives that enrich the academic culture of the college and the university.