

Evaluation Criteria for the Department of Art History

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Department of Art History
College of Visual Arts and Design
University of North Texas

The Department of 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 professional faculty (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 Department of Art History affirms that 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. 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 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 three (3) domains of teaching, scholarship, and service, sufficient for the achievement of a national or international reputation and recognition.

The Department of 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 their 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 Professional Faculty

The fundamental criteria for promotion to senior lecturer is appropriate years of service, 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 and evidence of sustained excellence in the domains of both teaching and service.

The Department of Art History defines excellence for professional faculty in the following ways:

- a) Professional faculty 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 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 professional faculty places overwhelming emphasis on teaching, each faculty member 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 their 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.

Evaluation Criteria for Art History

Evaluation Criteria for Teaching

Faculty members achieve excellence in teaching by actively participating in the department'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 department.

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 art history, therefore, come with the acknowledgment that the standard course load for art historians set by the College of Visual Arts and Design was five classes per year until fall 2021. At that point, a 2-2 teaching load became standard for tenure-track and tenured faculty.

Assessment of Teaching

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

At the inception of the midterm (4th year) review, tenure-track art historians are expected to have met the following benchmarks:

- 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

- 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 department.
- 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 department.
- 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

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 taught a 3-2 load prior to fall 2021. 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.

As 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>.

Midterm (4th year) review:

At the inception of the midterm (4th year) review, tenure-track art historians 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. Tenure-track art historians must also demonstrate documented progress toward the benchmarks required for tenure and promotion to Associate Professor. The 2 publications for the midterm (4th year) review 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 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 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

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 their 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 Professional Faculty

Professional faculty within the art history department are currently evaluated on teaching and service. The criteria for the evaluation of service for professional faculty 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.

Professional faculty 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
- Engage in research, fieldwork, and/or publication that informs design/re-design of curriculum and/or content in individual courses
- Secure external or internal grant or other funding in support of teaching
- Lead workshops, lectures, or non-credit instruction delivered beyond their own classes
- Participate in conferences, workshops, and/or other continuing education opportunities to enrich and update course content
- 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.)