

Evaluation Criteria for Department of Design:

Approved August 2023

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

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

Reappointment, Promotion, and Tenure are recommended by the Department of Design based on evidence of sustained excellence in professional scholarly/creative activity, teaching, and service. The faculty's work, dependent on their rank, engages at state, national, and international levels.

I. CVAD Department of Design Merit and RPT Expectations for Tenure

System Faculty

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

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

Excellence is achieved by engaging in professional scholarly/creative activity that demonstrates an emerging national reputation in a faculty member's field of discipline. This includes a demonstrated sustained record of publications or other forms of dissemination from the departments 'Most Valued' work evaluation category as appropriate to the faculty member's workload percentages.

The department values faculty efforts that secure signed agreements between UNT and other entities, including collaborations, consultancies, faculty and student exchange and other partnerships.

Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the departments "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

While faculty pursuing tenure should place their emphasis in professional scholarly/creative activities and teaching, each faculty member should consistently and constructively engage in service on behalf of the profession, program, department, college and/or university.

Tenure and promotion review dossiers are provided to external to the university experts and a recommendation for tenure will consider evidence of sustained excellence in professional scholarship/ creative activity and in teaching, and constructive engagement in service in the context of, and consistent with, high levels expected at peer or aspirational peer programs. In addition, faculty demonstrate the willingness and ability to work effectively with colleagues.

Merit distributions start at the highest score in the excellent category and move down to lower scores dependent on the Merit funds available. The department chair determines distribution percentages.

II. CVAD Department of Design Merit and RPT Expectations for Professional Faculty

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

A rubric outlining departmentally agreed-upon standards and rigor for determining value and effectiveness will be utilized each year to establish overall merit scores in each category for faculty members. Separate requirements for Reappointment, Promotion, and Tenure are outlined in UNT Policy 06.005. In addition, faculty demonstrate the willingness and ability to work effectively with colleagues.

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

III. CVAD Department of Design Expectations by Rank

A. Scholarship, Professional Creative Activities: *General Criteria*

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

Rank: ASSISTANT PROFESSOR

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

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

Activities and achievements are peer-reviewed, original, and disseminated in appropriate professional and public venues. Evidence demonstrates the value, impact, and significance of the achievements. It is expected that the rank of Assistant Professor seeking tenure and promotion maintained, per academic year, one high-quality publication outlined in the markers of the highest value, impact and significance in scholarship, creative work, or professional design activity, and of two activities, per

academic year, as outlined in the markers of value, impact and significance in scholarship, creative work, or professional design activity supported by an agreed 50% workload for research/creative activity. (e.g., one publication in a journal of a learned society, or participation in a national/international exhibit and two national presentations at a conference with published proceedings.)

Rank: ASSOCIATE PROFESSOR

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

Promotion: Demonstrate growing national/international reputation. It is expected that the rank of Associate Professor, seeking promotion, maintained per academic year, one high-quality publication outlined in the markers of the highest value, impact and significance in scholarship, creative work, or professional design activity, and of two activities, per academic year, as outlined in the markers of value, impact and significance in scholarship, creative work, or professional design activity supported by an agreed 50% workload for research/creative activity. Evidence demonstrates the value, impact, and significance of the achievements.

Rank: FULL PROFESSOR

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

B. Teaching: *General Criteria*

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

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

Rank: ASSISTANT PROFESSOR

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

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

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

Rank: ASSOCIATE PROFESSOR

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

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

Rank: FULL PROFESSOR

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

Rank: LECTURER

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

Reappointment: Criteria for reappointment are evidence of currency and excellence in teaching. The faculty demonstrates an increased understanding of current developments in the discipline. Currency in the discipline is demonstrated by sustained records of continuing education, integration of professional scholarship/ creative activity into teaching, attending conferences, and significant involvement with professional organizations.

Promotion: Criteria for promotion are years of service, evidence of currency in the discipline, evidence of excellence in teaching, and sustained effectiveness in service. Currency in the discipline is demonstrated by sustained records of, continuing education, integration of professional scholarship/creative activity into teaching, attending conferences and significant involvement with professional organizations.

Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the departments "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

Rank: SENIOR LECTURER

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

Reappointment: Criteria for reappointment are evidence of currency and excellence in teaching. The faculty demonstrates an increased understanding of current developments in the discipline. Currency in the discipline is demonstrated by sustained records of continuing education, integration of professional scholarship/creative activity into teaching, attending conferences, and significant involvement with professional organizations.

Promotion: Criteria for promotion are years of service, evidence of currency in the discipline, evidence of excellence in teaching, and sustained effectiveness in service.

Currency in the discipline is demonstrated by sustained record of continuing education, integration of professional scholarship/creative activity into teaching, attending conferences and significant involvement with professional organizations. Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the departments "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

Rank: PRINCIPAL LECTURER

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

Reappointment: Criteria for reappointment are evidence of currency and excellence in teaching. The faculty demonstrates an increased understanding of current developments in the discipline. Currency in the discipline is demonstrated by sustained records of continuing education, integration of professional scholarship/ creative activity into teaching, attending conferences, and significant involvement with professional organizations.

Promotion: Criteria for promotion are years of service, evidence of currency in the discipline, evidence of excellence in teaching, and sustained effectiveness in service. Currency in the discipline is demonstrated by sustained records of, continuing education, integration of professional scholarship/ creative activity into teaching, attending conferences and significant involvement with professional organizations.

Excellence in teaching is achieved by actively participating in the units' academic mission at sustained and high levels. This includes a demonstrated sustained record of teaching activities from the department's "Most Valued" work evaluation category as appropriate to the faculty member's workload percentages.

C. Service: *General criteria*

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

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

Rank: ASSISTANT PROFESSOR

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

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

Rank: ASSOCIATE PROFESSOR

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

Promotion: Demonstrate a willingness to engage effectively in an increased commitment to service activities, and to assume leadership within these obligations and

responsibilities. Demonstrates community and professional service activities, providing evidence of value to the University and the Profession.

Rank: FULL PROFESSOR

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

Rank: LECTURER

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

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

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

Rank: SENIOR LECTURER

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

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

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

Rank: PRINCIPAL LECTURER

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

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

IV. CVAD Department of Design definitions of markers

Design and artistic research is practice-based, practice-led research in design and the arts, which has developed rapidly in the last twenty years globally. It is a key knowledge base for design education in Higher Arts and Design Education Institutions (HAEIs). The Department of Design defines excellence in:

Creative/Professional/Scholarly Activities through evidence of engagement, demonstrating an emerging national reputation. Excellence is demonstrated by the inclusion of sustained activities from the Markers of the highest value, impact, and significance category appropriate to the faculty member's workload percentages and the agreed faculty role in the Department of Design, the college, and university. An example of satisfaction of excellence would be

constituted by the publication of two presented papers in conference proceedings and a published manuscript or juried exhibit of creative scholarship work per year.

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

Service Activities through evidence of consistent and constructive engagement in department, college, university, and/or professional service. Excellence is demonstrated by sustained activities from the markers of value in the service category. The amount and type of service should be appropriate to the faculty member's workload percentages and agreed faculty role in the Department of Design, the college, and university. It is noted that faculty pursuing tenure should place their emphasis on creative/professional and scholarly activities and teaching.

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

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

- 1a Professional design activity, creative work, research, and scholarship that results in peer-reviewed national and/or international visibility for an individual or group of faculty members; Inter-disciplinary, cross-disciplinary or multi-disciplinary research and creative scholarship is a driver for critical thinking, creativity and open innovation and has highest value to the department; if applicable inter-disciplinary, cross-disciplinary or multi-disciplinary collaboration, including but not limited to academic, community, and/or student collaborators and co-authors;
- 2a Design consulting work documented in a peer-reviewed publication that results in regional, national and/or international visibility for an individual or group of faculty members;
- 3a National or international honors received for professional design activity, creative work, research and scholarship
- 4a Presentation of a research or scholarly paper, or professional design activity or creative work, at national or international conferences with published proceedings of a full paper;
- 5a External federal, state, private-sector or foundation funding received as a PI (Project Investigator) or Co-PI (Co-Project Investigator), or as a Project-Lead, Co-Project Lead or Project-Manager or Project Co-Manager;
- 6a A critical review of a faculty member's professional design activity, creative work, research or scholarship in publications with national and/or international visibility;
- 7a Peer-reviewed (refereed) publications in Journals of Learned Societies;
- 8a Peer-reviewed (refereed) publications in digital publications or digital venues;
- 9a Workshop presentations or lectures, peer-reviewed (refereed) at national or international venues;
- 10a Participation as a discussion panelist peer-reviewed (refereed) at national or international venues;

- 11a Single or group participation in regional, national or international gallery or museum exhibit as an invited or as a peer-reviewed (refereed) exhibitor;
- 12a A book published by a publisher with a well-established national or international reputation among the peers of a given Department of Design faculty member's area;
- 13a A book chapter in peer-edited books or anthologies published by a publisher with a well- established national or international reputation among the peers of a given Department of Design faculty member's area;
- 14a Citations of professional design activity, creative work, research, and scholarship by a given Department of Design faculty member by his or her peers resulting in regional, national, and/or international visibility.
- 15a Authoring and disseminating academic podcasts, YouTube channels and other "grey literature" as artifacts not representing traditional scholarly work.
- 16a Editor or member of an editorial board of a Journal of a Learned Society.

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

- 1b Professional design activity, creative work, research and scholarship, peer-reviewed resulting in regional visibility;
- 2b Design consulting work documented in a peer-reviewed publication resulting in regional visibility for an individual or group of faculty members;
- 3b Regional honors received via peer-reviewed (refereed) processes that acknowledge the professional design activity, creative work, research or scholarship of an individual or group of faculty members;
- 4b Presentation of peer-reviewed research or scholarly paper, or professional design activity or creative work, at regional conferences with published proceedings or catalog;
- 5b Internal (i.e., from the university, the CVAD or the Department of Design), or regional funding for a professional design activity, creative work, research, and scholarship received as a PI (Project Investigator) or Co-PI (Co-Project Investigator), or as a Project-Lead, Co-Project Lead or Project-Manager or Project Co-Manager;
- 6b A critical review of a faculty member's professional design activity, creative work, research or scholarship in publications with regional visibility;
- 7b Workshop presentation or lecture a peer-reviewed (refereed) at a regional venue;
- 8b Participation as a discussion panelist peer-reviewed (refereed) at a regional venue.

B. Evaluative Criteria: Teaching

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

- 1c Evidence of national or international honors, fellowships, and awards received for teaching;
- 2c Evidence that faculty are actively seeking engagement with disciplines and communities beyond their own through invited guest lectures, guest critiques, workshops at national or international levels in order to elevate the knowledge that informs their personal work and students' learning experiences;

- 3c Evidence of successful inter-disciplinary, cross-disciplinary, or multi-disciplinary classroom, teaching or student project collaboration that will elevate the students' learning experiences and learning outcomes;
- 4c Evidence of outside-the-classroom recognition of individual and group-based student achievement through peer-recognized student competitions, professional acknowledgment of the relative strength of students' portfolios/bodies of work, the publication of student work in peer-reviewed venues, student awards, etc. at national or international level. Student-faculty collaboration on research publications curated exhibits or juried selections;
- 5c Evidence of national or international recognition of faculty excellence through student- or peer-nominated forums;
- 6c Evidence of recognition of faculty excellence through the selection to facilitate specialized teaching initiatives outside of CVAD;
- 7c Evidence of recognition of faculty excellence within CVAD through the selection to facilitate specialized teaching in honors courses, one-of-a-kind workshops, topic-based programs, etc.
- 8c Evidence of supporting institutional goals that facilitate cross-campus teaching, collaboration and working in partnerships with colleagues inside and outside the Department of Design;
- 9c Evidence of successfully developing, implementing and supporting opportunities for internationalization, study abroad and/or international exchange;
- 10c Evidence of course development or dissemination of courseware used by K-12 institutions, colleges or universities.

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

- 1d Evidence of degree earners achieving success advancing their career trajectories in the long-term, and eventually assuming leadership roles;
- 2d Evidence of degree earners achieving sustainable success along entrepreneurial career paths;
- 3d Evidence of the formulation and execution of pedagogic best practices as indicated by peer-facilitated course evaluations;
- 4d Evidence of student success at leveraging professional internships into full-time, entry-level positions at top-flight local, regional, national and international consultancies, in-house operations, agencies, etc.;
- 5d Evidence of regional honors, fellowships, and awards received for teaching evidence of regional recognition of faculty excellence through student- or peer-nominated forums;
- 6d Evidence of significant course re-design;
- 7d Evidence of the ability to effectively plan curriculum and facilitate learning experiences that challenge students to address design problems on various scales;
- 8d Evidence of the utilization of feedback from industry professionals and program graduates to effectively incorporate technological innovations from the profession into teaching;
- 9d Evidence of the ability to immerse students in knowledge-building experiences rooted in sustainable design thinking;
- 10d Evidence that faculty regularly innovate their pedagogy, student engagements, work projects, and assessment outcomes, update content, and/or pedagogy of courseware;

- 11d Evidence that faculty are aware of, and account for trends in the ongoing developments in the broader world of design—technological, theoretical, applied and with regard for research and scholarship emerging in allied disciplines;
- 12d Evidence that faculty are actively seeking engagement with disciplines and communities beyond their own at local and regional levels in order to elevate the knowledge that informs their personal work and their students' learning experiences;
- 13d Evidence of outside-the-classroom recognition of individual and group-based student achievement through peer-recognized student competitions, professional acknowledgment of the relative strength of students' portfolios/bodies of work, the publication of student work in peer-reviewed publications, student awards, etc. at the regional level;
- 14d Serving as major professor/chair for comprehensive examination, dissertation, thesis or research project;
- 15d Serving as a committee member for dissertation, thesis or research project;
- 16d Evidence of teaching consulting work at K-12 institutions, other colleges or universities.

C. Evaluative Criteria: Service

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

- 1e Regional, national or international honors received for services planned and rendered on behalf of organizations that serve the needs and/or aspirations of an individual Department of Design faculty member's area/discipline;
- 2e Serving as an elected officer/board member in a regional, national or international organization supporting one or more of the disciplines of design;
- 3e Serving as a regional, national or international juror for a peer-reviewed (refereed) show, exhibit, catalog, anthology or competition that highlights designed outcomes from an individual faculty members' or group of faculty members' disciplinary area (Communication Design, Fashion Design, Interior Design, Interaction and User Experience Design, xREZ Art Science lab);
- 4e Serving as an editor or guest editor for a peer-reviewed, refereed journal of a learned society;
- 5e Serving on the editorial board of a peer-reviewed, refereed journal of a learned society;
- 6e Curatorial responsibilities for a show or exhibit of designed outcomes produced by designers, design researchers or design scholars from one or more of the disciplinary areas of Design and creative work outside or within UNT and or CVAD;
- 7e Chairing a committee at the university, college, department or external at regional, national or international level;
- 8e Reviewing submissions for peer-reviewed, refereed journals, or conferences, or book proposals;
- 9e Serving as an external reviewer for promotion and tenure.
- 10e The organization of a scholarly conference as lead contact.
- 11e Chairing a committee organizing a scholarly conference.
- 12e Presiding as Chairperson or President over the board of a Learned Society or Professional Association in the field of expertise to the faculty.

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

- 1f Member of a committee, a task force at university, college, department or external at regional, national or international level;
- 2f Serving as Program Coordinator for designated CVAD Program, Communication Design, Fashion Design or Interior Design for either/both undergraduate and graduate-level programs;
- 3f Supervision of teaching assistants or teaching fellows, peer teaching observations, and peer faculty-student outcome evaluation.
- 4f Organizing the implementation of an industry partnership/sponsor into design courses with the goal of enhancing student exposure to specific fields of design industry.
- 5f Actively participating in a committee organizing a scholarly conference.
- 6f Actively participating on a board or a standing committee of a Learned Society or a Professional Association in the field of expertise to the faculty.