



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

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

Approved February 2025

Recommendations concerning reappointment, and the granting of promotion and tenure must be made carefully, based upon a thorough examination of the probationary faculty's record and the impartial application of these criteria in accord with the UNT (UNIVERSITY OF NORTH TEXAS) Faculty Reappointment, Tenure and Promotion Policy 06.004 and UNT Professional Faculty and Reappointment Policy 06.005 and the procedures for annual evaluation, reappointment, promotion, and tenure outlined in the College of Visual Arts and Design Bylaws. The Department of Art Education recognizes the need for diversity, both in its scholarly research and creative activity, its modes of instruction, and evidence of leadership in the field of Art Education. Individuals will be encouraged to contribute to the program in a unique way and will be assured of a variety of routes to advancement. The reappointment, promotion and tenure evaluation of Tenure System Faculty will focus on scholarly research and creative activity, teaching, and service. The reappointment and promotion evaluation of Professional Faculty will focus on teaching and service. These activities will be considered in relation to the faculty's assigned workload. A timeline and schedule relating to annual evaluation, midterm review, tenure and promotion for all faculty can be found on the [VPAA website](#).

I. Standards for the Evaluation of Scholarly Research and Creative Activity, Teaching, and Service for Tenure System Faculty

Tenure System Faculty will undergo internal and external reviews during the tenure system process. During Midterm Reappointment Reviews, materials will be reviewed internally and will include the candidates' dossier as outlined in UNT Policy 06.004, as well as unit specific materials. External reviews will take place during the candidates' application for tenure and/or promotion, as outlined in UNT Policy 06.004. At this time, external reviewers will be asked to provide input about the significance and trajectory of the candidate's research. Candidate's academic Curriculum Vitae may list teaching and service activities; however, the reviewers will not have access to the candidate's full FIS report, and they will not evaluate candidates' teaching portfolios.

The Department of Art Education defines excellence in the following ways:

[I]A. Scholarly Research and Creative Activity

The Department of Art Education has faculty that represent several disciplines with diverse research and scholarly practices, which may include or be in the form of creative activity. The output, mode of dissemination and documentation of these activities must be considered in relation to each individual candidate's discourse and stated research direction. The Department has developed a list of scholarly research, including creative activities ranked by values (Appendix I), with the "most valued" category including activities that have a national or international impact. It is acknowledged that certain items may not apply to all faculty. It is further acknowledged that not all forms of scholarly research and creative activity which may develop in the future may be addressed by this document. The diversity of possible scholarly research and creative activities places an expectation on the faculty member under review to articulate the caliber and impact of the activities in which work has been presented. Activities that may fall under more than one category, such as leading national or international workshops or social practice should only be listed once, and it is the responsibility of the faculty member to appropriately identify and justify the categorization based around the significance of the impact of the activity and the prestige of the sponsoring institution/organization. It is also important for the Art Education Departmental Unit Review Committee to address the nature of these activities when reviewing faculty outcomes.

It must be noted that while we have listed certain items such as single authored books or first authorship on books, book chapters, and journal articles as 'most valued' these are more in line with traditional humanities and sciences practices. Within the field of art education, scholars often list authorship alphabetically, list student collaborators first, and value collaborative publications over single authorship, as often requires more time and effort and enhances research impact. Art education scholars may actively pursue these pathways to challenge hierarchical mindsets within academic production. In such cases, the candidate is responsible for explaining the value of the scholarly production/activity within the ranked value items, in their narratives or CVs (Curriculum Vitae).

[I]B. Teaching

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 listed indicators of Teaching success (Appendix II) as appropriate to the faculty member's workload percentages.

[I]C. Service

While faculty pursuing tenure and promotion should place their emphasis upon research and scholarly activity; and teaching, each faculty member consistently and constructively engages in service on behalf of the Department, college, university, community, and profession. The amount and type of this service should be appropriate to the individual's faculty status, professional goals, and workload percentage, bearing in mind that all faculty must make contributions in this

area for the good of the academic programs. As a rule, prior to tenure, faculty members often focus on service to their areas and college.

II. Reappointment, Tenure, Promotion

[II]A. Promotion to the rank of Associate Professor:

The Department of Art Education recommends tenure and promotion to the rank of Associate Professor to those who achieve sustained impact and excellence through contributions in scholarly research, teaching, and service. Candidates will submit a maximum of 750-word narrative addressing scholarly research, teaching, and service. The narrative should expand on and contextualize the faculty member's activities in relation to Appendixes I-III.

- Scholarly Work and Creative Activity

The fundamental criteria for tenure and promotion to **Associate Professor** is significant and sustained scholarly and professional achievement demonstrating the continual growth of an emerging national reputation. Faculty seeking tenure and promotion should demonstrate an emerging national reputation by achieving accomplishments from the “Most Valued” category in Appendix I. Due to the diversity of types of scholarly and creative work being reviewed, it is the responsibility of the faculty member under review to articulate the regional, national, or international impact of the activities in which work has been presented. It is also important for the Art Education Departmental Unit Review Committee to address the impact of these activities when reviewing faculty output. Because reviews for tenure and promotion include dossiers provided to experts external to the university, the level of achievement must be consistent with the quantity and quality expected of faculty in similar positions at peer institutions and departments. In addition to the official dossier outlined in UNT policy 06.004, the Art Education Department requires supplemental materials highlighting scholarly research and creative activity from probationary faculty for the Midterm review and tenure and promotion review. While there is some variation of the exact format of these supplemental materials, they should include documentation of activities from Appendix I.

- Teaching

Sustained excellence in teaching is required for promotion and tenure. In the Department of Art Education, teaching activities range from pre-professional program courses¹ with intensive instruction, to dialogic seminar courses, and intensive mentoring for students. Such variability should be considered in establishing expectations for performance, and differences in the way teaching is conducted should be considered in evaluation of faculty performance.

¹ The EC-12 Art Teaching Licensure program and the Graduate Academic Certificate in Art Museum Education are considered pre-professional programs.

For tenure and promotion to Associate Professor faculty should submit a teaching portfolio for internal review that is comprised of the following documentation:

- a. Student Perception of Teaching (SPOT) Evaluation summaries
 - b. Sample course syllabi and student work
 - c. At least two peer-evaluations of their teaching. The reviewer should be a tenured member of the college faculty, and this request should be made through the Department Chair.
 - d. Other desirable documents include examples of written assignments from courses along with assessment criteria, examples of how the candidate is involved with holistic curriculum development, evidence of mentoring and training Teaching Fellows and adjunct faculty.
- Service

While probationary faculty pursuing tenure should place their emphasis upon professional activity and teaching, it is expected that each faculty member consistently and constructively engages in service on behalf of the Department, college, university, community, and profession. The amount and type of this service should be appropriate to their status, professional goals, and workload agreement, bearing in mind that all faculty must make contributions in this area for the good of the academic programs. Prior to promotion to Associate Professor, faculty members often focus on service to the department and college, along with presenting evidence of an emerging record of service to the field of Art Education at a local/regional level.

[II]B. Promotion to the rank of Full Professor:

The Department of Art Education recommends promotion to the rank of Professor to those who achieve sustained impact and excellence through contributions in scholarly research and creative activity, teaching, and service. Candidates will submit a maximum 750-word narrative addressing scholarly research and creative activity, teaching, and service. The narrative should expand on and contextualize the faculty member's activities in relation to Appendixes I-III.

- Scholarly and Creative Work

The fundamental criteria for tenure and promotion to **Full Professor** is significant scholarly and professional achievement demonstrating a national or international reputation or impact. Faculty seeking promotion should demonstrate a national or international reputation or impact for their scholarly work by achieving accomplishments from the "Most Valued" category in Appendix I.

Due to the diversity of types of scholarly work being reviewed, it is the responsibility of the faculty member under review to articulate the national or international impact of the activities in which work has been presented. It is also important for the Art Education

Departmental Unit Review Committee to address the impact of these activities when reviewing faculty output. In addition to the official dossier outlined in UNT policy 06.004, the Art Education Department requires supplemental materials highlighting research and creative activities from the candidate for the promotion review. While there is some variation of the exact format of these supplemental materials, they should include documentation of activities from Appendix I.

- Teaching

Sustained excellence in teaching is required for promotion to Full Professor. Teaching is an essential function of faculty at the University of North Texas. In the Department of Art Education, teaching activities range from pre-professional program courses with intensive instruction, to dialogic seminar courses and mentoring for a few students. Such variability should be considered in establishing expectations for performance, and differences in the way teaching is conducted should be considered in evaluation of faculty performance.

For promotion to Professor, faculty should submit a teaching portfolio for internal review that is comprised of the following documentation:

- a. Sample course syllabi and student work
- b. At least two peer evaluations of their teaching. The reviewer should be a tenured member of the college faculty, and this request should be made through the Department Chair.
- c. Other recommended documents include examples of written assignments from courses along with assessment criteria, examples of how the candidate is involved with holistic curriculum development, evidence of mentoring and training Teaching Fellows and adjunct faculty.

- Service

It is expected that each faculty member consistently and constructively engages in service on behalf of the Department, college, university, and profession. The amount and type of this service should be appropriate to their status, professional goals, and workload agreement, bearing in mind that all faculty must make contributions in this area for the good of the academic programs. Faculty seeking promotion to Full Professor should have a record of service at all levels, including their area, college, and university. Service to national and international scholarly and creative organizations is also highly valued, as is service within communities.

[II]C. Midterm Review

In keeping with university policy, all probationary faculty will be reviewed annually (see 06.004). Per university tenure policy the Midterm Review is a more extensive and intensive internal review that includes the Department, the college, and the provost, that simulates the application for tenure process, sans external evaluation.

In addition to the official dossier outlined in UNT policy 06.004, the Art Education Department requires supplemental materials highlighting research and creative activity from probationary faculty for the Midterm review. While there is some variation of the exact format of these supplemental materials, they should include documentation of activities from Appendix I.

For the Midterm Review, tenure, and promotion, faculty should submit the following in addition to the documents required by Policy 06.004: IV.E.1.c:

- 1) Teaching portfolio comprised of the following department specific documents:
 - a. Sample course syllabi and student work
 - b. A peer evaluation of their teaching. The reviewer should be a tenured member of the college faculty, and this request should be made through the Department Chair.
 - c. Other desirable documents include examples of written assignments from courses along with assessment criteria, examples of how the candidate is involved with holistic curriculum development, evidence of mentoring and training Teaching Fellows and adjunct faculty.

III. Standards for the Evaluation of Teaching and Service for Professional Faculty

[III]A. Teaching

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 listed indicators of Teaching success (Appendix II) as appropriate to the faculty member's workload percentages.

[III]B. Service

While professional faculty should emphasize teaching, each faculty member consistently engages in service on behalf of the Department, college, university, community, and profession. The amount and type of this service should be appropriate to the individual's faculty status as described by the CVAD Workload Equity policy, professional goals, and workload agreement, bearing in mind that all faculty must make contributions in this area for the good of the academic programs. As a rule, professional faculty members often focus on service to the department and college.

IV. Promotion of Professional Faculty

[IV]A. Promotion to the rank of Senior Lecturer:

The Department of Art Education recommends promotion to the rank of **Senior Lecturer** to those who achieve sustained impact and excellence through contributions in teaching, and service. Candidates will submit a maximum of 750-word narrative addressing teaching and

service. The narrative should expand on and contextualize the faculty member's activities in relationship to Appendixes II-III.

- Teaching

Sustained excellence in teaching is required for promotion. In the Department of Art Education, teaching activities range from pre-professional program courses with intensive instruction, to dialogic seminar courses and mentoring for a few students. Such variability should be considered in establishing expectations for performance, and differences in the way teaching is conducted should be considered in evaluation of faculty performance.

For promotion to Senior Lecturer, faculty should submit the following materials, in addition to the documents required by Policy 06.005: IV.D.1:

- a. Sample course syllabi
- b. A minimum of two peer evaluations of their teaching. This request should be made through the Department Chair.
- c. Other suggested supporting documents include examples of written assignments from courses along with assessment criteria, examples of how the candidate is involved with holistic curriculum development, evidence of mentoring and training /mentoring Teaching Fellows and adjunct faculty.

V. Annual Review

The Department Chair and Art Education Departmental Unit Review Committee conduct annual reviews for each tenure system faculty member in accordance with UNT policy 06.007. The Department Chair and CVAD (College of Visual Arts and Design) (Professional Faculty Unit Review Committee) conduct annual reviews for each professional faculty member in accordance with UNT policy 06.007.

All full-time faculty complete dossiers for evaluation using the university Faculty Information System (FIS).

APPENDIX I - Scholarly Research and Creative Activity

The Department of Art Education defines activities with national/international impact as:

- a) Activities where the publication/publisher/selection committee/institution where work is carried out is one with a national/international reputation
- b) Activities where the conference /symposium/forum where work is selected to be presented at is one with a national/international reputation
- c) Activities where the fellow participants are scholars, artists/art educators with a national / international reputation.

The Department of Art Education recognizes the impact of grants based on the prestige of the granting institution. For example: a grant from a local arts organization is less prestigious than a grant from a large museum or other organization with national/international presence.

It must be noted that while we have listed certain items such as single authored books or first authorship on books, book chapters, and journal articles as ‘most valued’ these are more in line with traditional humanities and sciences practices. Within the field of art education, scholars often list authorship alphabetically, list student collaborators first, and value collaborative publications over single authorship, as often requires more time and effort and enhances research impact. Art education scholars may actively pursue these pathways to reduce hierarchical mindsets within academic production. In such cases, the candidate is responsible for explaining the value of the scholarly production/activity within the ranked value items, in their narratives or CVs.

Most Valued

- Single authored books published with a respected press
- First authorship, majority-authorship, or equally collaborative authorship on co-authored books published with a respected press
- Edited books published with a respected press
- Single authored articles published in a peer-reviewed journal with a national or international impact
- Co-authored articles with first authorship, majority-authorship, or equally collaborative authorship published in a peer-reviewed journal with a national or international impact
- Editorial positions with a national or international impact
- Presentations of scholarly research at a conference with a national/international impact
- External federal, foundation, or other large grant funding received from an institution with a national/international reputation
- Single authored White Paper for respected professional organizations

- Juried or invitational solo or group exhibition in a museum, gallery, private collection, public art venue, art institution, or arts organization with a national reputation, or where the selection committee or curator has an international reputation
- Curatorial activities with national/ international impact
- International-level workshops conducted (if they include a significant research and professional development component with national/international impact)
- Inclusion of work in exhibitions, performances, or installations of a significant national/international nature
- Honors and awards received at an international level

Significantly Valued

- Co-authored books (without first authorship, majority-authorship, or equally collaborative authorship)
- Co-Edited books (without first authorship, majority-authorship, or equally collaborative responsibility)
- Chapters in edited books published in a press with national or international impact
- Curatorial / Directorial responsibilities of significant national/international panels, symposiums
- Authored reviews of scholarly and creative work in publications of national/international exposure
- Social/participatory works that have a national impact
- Competitively awarded residencies/visiting scholar positions with public display of scholarship and national/international significance
- Critical reviews of work in publications with national/international impact
- National-level workshops conducted (if they include a significant research and professional development component with national/international impact)
- Work in or with local museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices at nationally/internationally recognized museums and galleries.
- Other professional activities bringing national and/or international exposure
- Honors and awards received at a national level

Valued

- Single authored or co-authored articles in peer-reviewed journals with a regional/ local impact
- Competitively awarded residencies or invited visiting scholar positions of regional significance

- Engagement in research with collaborators resulting in local/regional dissemination of outcomes
- Directorial or Curatorial responsibilities for statewide or regional exhibitions, panels, or symposiums
- Inclusion of work in exhibitions of a regional or statewide nature
- Honors and awards received at the state level
- Other professional activities of a statewide or regional nature

APPENDIX II - Teaching

Indicators of excellence may include, but are not necessarily limited to, the following:

Most Valued

- Chairing dissertation committees
- Chairing program review team at national/international institution
- Visiting faculty position at an international research university
- Authoring courseware used by other colleges and universities
- Achievement of significant awards or other recognitions for teaching at the international level
- Assuming a leadership role in major program curriculum redesign or development
- International-level workshops conducted

Significantly Valued

- Chairing thesis or project committees
- National-level workshops conducted
- Visiting faculty position at a national research university
- Honors and awards for teaching received at a national level
- Serving on a graduate committee outside UNT

Valued

- Membership on project, thesis, or dissertation committees
- Visiting faculty position at non-research university
- Honors and awards for teaching received at a national level
- Regional-level workshops conducted

APPENDIX III – Service

The service function and operation of the university require active participation by faculty members in a variety of external and internal activities. Faculty participation in academic and administrative units' committee work and other assigned responsibilities is essential to the university's operations. Faculty members' leadership and engagement in the university community and external communities are expected to be included in individual faculty members' portfolios. The Department Chair will work to balance each faculty's committees equitably. Because the amount of work required of faculty varies by committee, it is expected that the Chair's letter will provide substantive information about the quality of the candidate's service.

Evidence to assess the quality of service may include but is not limited to:

Most Valued

- Honors and awards for service received at an international level
- Chairing team or single-handedly organizing lecture series/conferences/symposia with international draw
- Serving as elected officer, board member, or panelist in an international organization
- Serving as a reviewer for an international publication
- Serving as an editor for an international publication
- Serving on an international grant and/or award panel
- Serving on an international grant and/or award panel
- Exhibiting leadership in unit, college, and university service committees
- Leading efforts to advance the university and its community and collaborative partners
- Chairing team or single-handedly organizing lecture series/conferences/symposia with international draw

Significantly Valued

- Honors or awards for service received at a national level
- Participating in efforts to advance the university and its community and collaborative partners
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national draw
- Demonstrating effective mentoring of junior colleagues
- Serving as faculty advisor to official UNT student organization
- Serving as elected officer, board member, or panelist in a national organization
- Serving as a reviewer for a national publication
- Honors and awards for service received at a national level
- Serving as an editor for a national publication
- Serving on a national grant panel
- Engaging in student recruitment, retention, and success initiatives

- Demonstrating success in unit, college, and university service committees

Valued

- Serving as an elected officer, board member, or panelist in a regional or state organization
- Serving as a reviewer for a regional or state publication
- Honors and awards for service received at a regional or state level
- Chairing team or single-handedly organizing lecture series/conferences/symposia with regional or state audience
- Serving as an editor for a regional or state publication
- Serving on a regional or state grant panel
- Actively engaging in unit, college, and/or university service committee