

**Department of Studio Art
University of North Texas**

**Standing Procedures and Evaluation Criteria
Tenure & Promotion and Annual Merit Review
*Approved January 2024***

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 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 Studio Art recognizes the need for diversity, both in its scholarly research & creative activity and its modes of instruction. 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 & 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 & 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 Studio Art defines excellence in the following ways:

[I]A. Scholarly Research & Creative Activity

The Department of Studio Art is composed of several disciplines with diverse research and scholarly practices. 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 and 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 & creative activity which may develop in the future may be addressed by this document. The diversity of possible scholarly research & 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 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 Studio Art Departmental Unit Review Committee to address the nature of these activities when reviewing faculty outcomes.

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

- **Creative and Scholarly Work**

The fundamental criteria for tenure and promotion to **Associate Professor** is significant and sustained creative and professional achievement demonstrating the continual growth of an emerging national reputation. Faculty seeking tenure and promotion should demonstrate both a regional reputation and an emerging national reputation by achieving accomplishments from the "Most Valued" category in Appendix I. Due to the diversity of types of creative and scholarly 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 Studio Art 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 Studio Art Department requires supplemental materials highlighting 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 visual documentation of activities from Appendix I. Faculty with large image, sound, or video files may consider an external website to host large images. However, the website should only provide a location where faculty can link to images for the various entries in their dossier. All text should live within the dossier itself.

- **Teaching**

Sustained excellence in teaching is required for promotion and tenure. In the Department of Studio Art, teaching activities range from broad survey courses involving many students to intensive studio instruction 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 tenure and promotion to Associate Professor faculty should submit a teaching portfolio for internal review that is comprised of the following Unit Specific Documentation:

- 1) Student Perception of Teaching (SPOT) Evaluation summaries
- 2) Sample course syllabi
- 3) Probationary faculty may include 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. Other optional documents include examples of written assignments from courses along with grading 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. As a rule, prior to promotion to Associate Professor, faculty members often focus on service to the department and college.

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

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

- Creative and Scholarly Work

The fundamental criteria for tenure and promotion to **Full Professor** is significant creative 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 creative and scholarly work by achieving accomplishments from the "Most Valued" category in Appendix I.

Due to the diversity of types of creative and 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 Studio Art Departmental Unit Review Committee to address the impact of these activities when reviewing faculty output. Because reviews for 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 Studio Art Department requires supplemental materials highlighting research and creative activities from probationary faculty for the promotion review. While there is some variation of the exact format of these supplemental materials, they should include visual documentation of activities from Appendix I. Faculty with large image, sound, or video files may consider an external website to host large images. However, the website should only provide a location where faculty can link to images for the various entries in their dossier. All text should live within the dossier itself.

- 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 Studio Art, teaching activities range from broad survey courses involving many students to intensive studio instruction 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 Unit Specific Documentation:

- 1) Student Perception of Teaching (SPOT) Evaluation summaries since they were awarded tenure
- 2) Sample course syllabi.
- 3) Probationary faculty may include 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. Other optional documents include examples of written assignments from courses along with grading 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, 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. Faculty seeking promotion to Full Professor should have a record of service at all levels, including their area, college, and university. When appropriate to the discipline, service to national scholarly and creative organizations is also highly valued.

[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 Studio Art 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 visual documentation of activities from Appendix I. Faculty with large image, sound, or video files may consider an external website to host large images. However, the website should only provide a location where faculty can link to images for the various entries in their dossier. All text should live within the dossier itself.

For the Midterm Review, tenure, and promotion, faculty should submit:

- 1) One maximum 750-word narratives addressing scholarly research & creative activity, teaching, and service. The narrative should expand on and contextualize the faculty member's activities in relation to Appendixes I-III.
- 2) A pdf that provides information relating to visual documentation of activities from Appendix I
- 3) Teaching portfolio comprised of the following Unit Specific Documents:
 - a. Student Perception of Teaching (SPOT) Evaluation summaries
 - b. Sample course syllabi
 - c. Probationary faculty may include 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. Other optional documents include examples of written assignments from courses along

with grading 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, 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 Studio Art 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 one maximum 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 Studio Art, teaching activities range from broad survey courses involving many students to intensive studio instruction 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 a teaching portfolio that is comprised of the following Unit Specific Documentation:

- 1) Student Perception of Teaching (SPOT) Evaluation summaries
- 2) Sample course syllabi
- 3) Probationary faculty may include 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. Other optional documents include examples of written assignments from courses along with grading criteria, examples of how the candidate is involved with holistic curriculum development, evidence of mentoring and training Teaching Fellows and adjunct faculty.

V. Annual Review

The Department Chair and Studio Art 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

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). Tenure System Faculty upload a maximum 750-word narrative addressing scholarly research & creative activity, teaching, and service. The narrative should expand on and contextualize the faculty member's activities in relation to Appendixes I-III. Professional faculty upload a maximum 750-word narrative addressing teaching and service. The narrative should expand on and contextualize the faculty member's activities in relation to Appendixes II-III.

APPENDIX I - Scholarly Research & Creative Activity

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

- a. Activities where the selection committee or curator is from an institution with a national / international reputation.
- b. Activities held at an institution with a national / international reputation.
- c. Activities where the fellow participants are artists and scholars with a national / international reputation.

The Studio Art Department 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.

Most Valued

- Work in or with museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices with a national or international impact
- Single-authored books printed by a respected press
- External federal, foundation, or other large grant funding received from an institution with a national/international reputation
- Inclusion of work in exhibitions, performances, or installations of a significant national/international nature
- Social/participatory works that have a significant national or international impact
- Curatorial project in or with a major museum or gallery
- Authored long form, in-depth articles and/or critical writings in publications of national/international exposure with demonstrated significance

Significantly Valued

- Major commissions
- Co-authored books
- Curatorial / Directorial responsibilities of significant national/international panels, symposiums
- Authored reviews in publications of national/international exposure
- Competitively awarded residencies with public display of scholarship and national/international significance
- Purchase of work by public collections with a national reputation
- Social/participatory works that have a national impact
- Critical reviews, photographs of work in national or international publications
- National workshops may be considered if they include a significant research and development component
- 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

Valued

- Work in or with museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices with a regional impact
- Competitively awarded residencies of regional significance
- Engage in research with collaborators resulting in national/international dissemination of outcomes
- Inclusion of work in exhibitions of a regional or statewide nature

- Workshops, presentations at major universities, museums, or conferences with a regional impact
- Social practice/participatory works with a regional impact
- Commissions
- Curatorial responsibilities for statewide or regional exhibitions, panels, or symposiums
- Purchase of work by corporate or private collections
- Critical reviews, photographs of work in regional or local publications
- Authored articles, critical writings in regional or local publications
- Reviewing, editing material for publication
- Honors and awards received at the state level
- Other professional activities of a statewide or regional nature

Somewhat Valued

- Work in or with local museums, galleries, or institutions that may include solo exhibitions, performances, installations, or non-exhibition-based practices at locally recognized museums and galleries. (Faculty group exhibition is considered service)
- Workshops or presentations at major universities, museums, or conferences with a local impact
- Internal funding received
- Local honors and awards received
- Consulting work
- Other professional activities of a local nature

APPENDIX II - Teaching

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

- Accomplishments of students/alumni directly supervised and/or mentored by the faculty member
- Supervising independent studies and graduate teaching assistants and fellows
- Achievement of significant awards or other recognition for teaching
- Development of a new course, teaching program, and/or proposal and implementation of a degree program
- Ongoing revision of existing courses to reflect the changing state of the discipline
- Assuming a leadership role in curriculum redesign or development
- International course development
- Engaging students with classic and current knowledge in the assigned teaching disciplines and/or subject areas by including important intellectual and/or artistic developments and the histories, controversies, and epistemological discussions within their fields, and ensuring that course content is current with the existing literature
- Acknowledging the idiosyncratic ways that students in studio disciplines learn and are fostered to find their voice as working artists
- Developing learning goals and assessing learning outcomes and reviewing students based on learning standards and measurable outcomes
- Creating a learning environment that values and respects intellectual diversity and stimulates intellectual inquiry, and treating all students with respect and modeling respect for cultural differences
- Developing and/or applying technological innovations to facilitate and enhance student learning
- Exposing students to service-learning experiences that integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities
- Mentoring and supervising students and providing opportunities for their scholarship engagement, publications, presentations, internships, exhibits, and/or performances
- Expanding students' abilities, knowledge, and interests through engagements such as workforce readiness skills and behaviors development, study abroad opportunities, internships, and by relating concepts to students' subjective experiences and community, and global challenges
- Creating and managing quality collections of library, social media, and internet resources that support university curricula and scholarship areas
- Enabling students, through teaching, library services, and mentoring, to discover and access appropriate research materials and other information for their classes and research projects
- Helping students advance their professional careers by, for example, providing letters of reference (as deemed appropriate to the qualifications of the student), networking, internship opportunities, and placement in post-graduate positions

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 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:

Service to the Profession

- Serving as elected officer, board member or panelist in a national, regional, or state organization
- Exhibiting leadership, demonstrating success, and/or engaging actively in professional organizations for a relevant discipline/field
- Serving on a grant panel
- Serving as a juror for national/international exhibitions or events

Service to the Community

- Exhibiting leadership, demonstrating success, and/or engaging actively in community-at-large initiatives, civic groups, non-profit organizations, and public agencies

Service to the University, College, and Department

- Exhibiting leadership, demonstrating success, and/or engaging actively in unit, college/school, and university operations, governance, and initiatives
- Participating in efforts between UNT and other entities for collaborations such as consultancies, faculty or student exchanges, or other partnerships
- Serving as faculty advisor to student clubs or for student events
- Engaging in student recruitment, retention, and success
- Participating in efforts to advance the university and its community and collaborative partners
- Exhibiting leadership, demonstrating success, and/or engaging actively in building university partnerships that deepen relationships and strengthen economic, educational, social, and cultural well-being of communities in the North Texas region and beyond
- Using successful and innovative methods in individual and group mentoring initiatives and effectively mentoring and supporting junior colleagues
- Promoting the internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement
- Identifying, developing, and sharing initiatives that yield successful outcomes in unit and institutional student recruitment, retention, and success
- Initiating and promoting projects to advance the unit, college/school, and/or university and improve their internal and external reputations
- Receiving awards and/or formal recognition of service and engagement (e.g., international, nationally, regionally, and locally within the university, college/school, or unit)
- Assuming leadership in recruitment, retention, and mentoring of faculty and students to promote inclusiveness and domestic and international diversity