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

Recommendations concerning reappointment and promotion must be made carefully, based upon a thorough examination of the candidate's record and the impartial application of these criteria in accord with UNT policy 06.005 (Non-Tenure Track Faculty Reappointment and Promotion).

The Foundations Program recognizes the need for diversity, both in teaching and service. 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 and promotion evaluation for Professional facultys will focus on teaching and service; however, professional creative activity continues to be valued as it informs a Professional faculty's teaching excellence. The faculty can use the Narrative Statement to illustrate the contribution of professional and creative activity towards teaching and service, should they choose. This evaluation takes into consideration the faculty-assigned workload within the Program.

The faculty in the Foundations Program will be evaluated on the following performance ratings:
5 –Highly Accomplished –Performance consistently and significantly exceeds established objectives; achieves significant contributions well beyond normal job requirements. Performance at this level is unique and rarely attained.
4 –Exceeds Requirements –Performance exceeds established objectives on a regular basis; exhibits a degree of excellence in accomplishing individual and department goals beyond the normal job requirements.
3 –Proficient/Meets Requirements –Performance meets established objectives and fully completes normal job requirements.
2 –Developing/Needs Improvement –Performance of established objectives is inconsistent; meets some of the minimum requirements of the position but needs to improve performance in other areas.
1 –Unsatisfactory -Performance of established objectives and/or behaviors is deficient; rarely meets established objectives and/or behaviors, consistently fails to meet normal job requirements.

These ratings correlate to the below rankings as follows: 4-5 corresponds to Excellent, 3 corresponds to Good, and 1-2 corresponds to Needs Improvement.

Guidelines for Evaluating Teaching
For continuing appointments, the full-time faculty member should, at a minimum, demonstrate sufficient strength in the classroom to indicate consistent, effective teaching. There should also be evidence that the faculty member is capable of developing curricular materials, organizing and presenting course content effectively, and working competently and harmoniously with students, faculty, and staff.

Professional Faculty in Foundations will supplement FIS materials with the following:

1. 10-15 Student work samples labeled with the course and academic term. The work sample must demonstrate outcomes from a variety of assignments. Student work should be clearly labeled with name, course number, and semester. Examples of student work may include, but are not limited to, images of artwork, portfolio collections, or written work.
2. Qualitative and quantitative TA/AA evaluations (see Appendix I for details on collection)
3. *Optional Peer Teaching Observation*: Faculty may request and include peer teaching observations.

In the event that these materials are missing or incomplete, a rating of *Needs Improvement* is indicated.

Sources of Evidence – Rating of Good
The Foundations Program values the following as the expectation of teaching from a Professional faculty faculty. For a faculty member to meet expectations in teaching, they must:

- Evidence of teaching effectiveness in Peer Teaching Observation, if chosen for inclusion.
- Documented, goal-oriented collaborative engagement across the college and departments for an ongoing assessment and alignment of the program goals to better support students in the college.
- A demonstrated meaningful, measurable inclusion of diversity, inclusion, and equity in the curriculum and useful learning experience for students.
- Receive student evaluations that demonstrate a positive trend within or above program norms for each class type (large lecture, small lecture, project-based, seminar, online, etc.)
- Evidence of student success as indicated in the teaching portfolio
- Work with the Foundations Program director to develop/update curriculum and continue assessing such curricula for effectiveness across all 4 courses
- Statements concerning numbers of interns, graduate assistants and research projects supervised, usually drawn from the faculty member's annual update.

Sources of Evidence – Rating of Excellent
Faculty members achieve excellence in teaching by actively participating in the Program's academic mission at the highest levels. This activity must include a sustained record excellence in teaching-related activities from the Program's work evaluation category as appropriate to the faculty member's role within the Program, College, and University.

The Foundations Program values the following as evidence of excellence in teaching from a professional faculty: In addition to the criteria for Good above, criteria for excellent will include, for example, engaging in 3-5 of the below or equivalent.

Evidence of Excellent:
- Evidence of effectiveness in Peer Teaching Observation (optional)
- TA/AA mentorship as demonstrated by evidence of effectiveness in Qualitative and Quantitative TA/AA evaluation.
- Development of instructional materials:
    - Development of new courses or rewriting of standing courses
    - Development of instructional materials that will foster community and collaboration in the program and college.

- o Use of teaching innovations, technology, and/or media that is demonstrably useful to Foundations students.
  - o Facilitating learning experiences that challenge students at the Foundations level. (e.g. classroom experiences that foster creative and critical thinking, fieldtrips, external collaborations, service learning, facilitating external student opportunities, student events.)
- Provide students to service-learning experiences that integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.
- Receive honors, awards or nominations for teaching excellence.
- Secure external or internal grants or other funding in support of enhancing teaching first-year students.
- Innovations in pedagogy, student engagements, work projects, and assessment outcomes, update of course content to reflect the changing state of the discipline.
- Accomplishments and awards received by students/alumni directly supervised and/or mentored by the faculty member.
- Achievement of significant awards or other recognition for teaching.
- Serves as Chair or panelist at regional, state, national or international conference focused on education, teaching or pedagogy or presents papers and/or research based on education, teaching or pedagogy.
- Mentors and supervises students and provides opportunities for their scholarship engagement, publications, presentations, internships, exhibits, and/or performances.
- Expands 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' personal experiences and community, and global challenges.
- Lead workshops, lectures, or non-credit instruction delivered outside their own classes.
- Serves on a committee for comprehensive examination, dissertation, thesis, or research project.
- Leads student(s) in field experiences to develop disciplinary skill sets outside regular classroom setting.
- Evidence of high-achieving student success as indicated in the teaching portfolio.

Guidelines for Evaluating Service

For continuing appointment, the full-time faculty member should attend and participate regularly in faculty meetings and any CVAD committees to which he/she is elected or appointed.
The faculty member may also provide documentation concerning service to UNT (e.g., appointment or election to a UNT committee or organization) and community service activities associated with the field.

In the event that these materials are missing or incomplete, a rating of *Needs Improvement* is indicated.

Sources of Evidence

The following documentation shall serve as the basis for evaluating the service function of a faculty member in the Foundations Program:

- Collaborate with Foundations program technicians to monitor Foundations facility and supply maintenance and updates.
- Work with the Foundations Director and Foundations Technicians to create and participate in recruitment and retention efforts.

- Participate in the development or execution of unit, school or university initiatives, programs or events that work towards student recruitment, retention and success or unit, school or institutional reputation.
- Serve on Programmatic, College, or University committees as needed and perform needed service for the above areas.
- Contribute and participate in programmatic initiative at the Foundations Program or college level on a regular and ad hoc basis, e.g., student exhibition, portfolio day.
- Serves as a committee member in departmental/programmatic, College, or University committees or sub-committees.
- Helps 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.
- Serve as a consulting curator for exhibitions within local and/or regional galleries and non-profit arts institutions.
- Serve as a juror for local, regional, national and/or international grants, fellowships or exhibitions.
- Engaged with additional non-required professional development and training.
- Consulting on teaching issues for other departments, universities, or organizations.
- Identify, develop, and share initiatives that yield successful outcomes of institutional student recruitment, retention, and success.
- Promotes the internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement.
- Exhibits leadership, demonstrates success, and/or engages actively in community-at-large initiatives, civic groups, non-profit organizations, professional organizations, and public agencies.
- Uses successful and innovative methods in individual and group mentoring initiatives and effective mentors and supports junior colleagues.
- Assumes leadership in recruitment, retention, and mentoring of faculty and students in an effort to promote inclusiveness and domestic and international diversity.
- Activities that demonstrate a contribution to the teaching, learning, and foundations pedagogy in such as regional and national/international initiatives, conferences, publications, grant writing and fundraising efforts, consulting that demonstrates excellence in the field, and similar evidence of service contributions.
- Serving as faculty advisor to student clubs or for student events.
- Exhibits leadership, demonstrates success, and/or engages 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.
- Initiates and promotes projects to advance the unit, college/school, and/or university and improve their internal and external reputations.

Evidence of Good:
- Professional faculty meet the requirements of good performance when they engage in significant participation (e.g., committee member, etc.) vis-à-vis the items listed above, based on the holistic evaluation.

Evidence of Excellent:
- Professional faculty meet the requirements of excellent performance when, in addition to meeting the standards for good performance, they 1) demonstrate significant leadership

positions in the above (for example: serving as a chair in departmental/programmatic, College, or University committees or sub-committees, or serves as elected officer or board member, in international, national, regional or state organization), 2) receive awards and/or formal recognition of service and engagement, 3) and/or demonstrate significant contributions based on holistic evaluation. (For example, in addition to the criteria for Good, criteria for excellent will include engaging in 2-3 of the above or equivalent.)

APPENDIX I – TA/AA Evaluation Collection

An evaluation of the Foundations faculty member from those Teaching Assistants and Adjunct Assistants teaching within their led course for the semester, shall be taken each semester. This evaluation's composition and questions will be created, edited, and voted upon annually by Foundations full time faculty and submitted to the Foundations Program Director.

This evaluation will be taken and collected at a predetermined time in the semester that is before the semesterly evaluation of TAs/AAs given by Lead Faculty, but, at least 2 months into the given semester. The act and procedures of the confidential collection and return of evaluations shall be administered by the Foundations Program.

The results shall be returned to the full time Foundations faculty member being evaluated within 2 weeks following the submission and closing of evaluations of TAs/AAs teaching within that faculty member's course. A copy of the Evaluation of the Foundations faculty member will be kept in the personnel file and a copy is to be uploaded in FIS.

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

General Program Guidelines

The Foundations Program adheres strictly to the University of North Texas policies on annual Evaluation (UNT Policy 06.007) and reappointment and the granting of tenure and promotion of tenure-line faculty (UNT Policy 06.004) and reappointment and promotion of lecturers (UNT Policy 06.005). It furthermore follows the procedures for annual evaluation, reappointment, tenure, and promotion outlined in the College of Visual Arts and Design by-laws. In the application of these policies and the by-laws, the Foundations Program assiduously evaluates and makes recommendations based on workload.

The Foundations Program Criteria for Tenure-Track Faculty

The academic disciplines housed in the Foundations Program believe that the primary goal of professional development of a tenure-line faculty is to contribute and remain current to both their respective fields and foundations pedagogy. This is accomplished through ongoing research/scholarship/creative activity and disseminating the professional work, teaching, and service activities listed in this document under the specific disciplines. It is essential that the research/scholarship/creative activity informs teaching and be incorporated into the curricula. Academic research/scholarship/creative activities should touch state, national, and international levels. The Foundations Program 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, are the evidence of sustained excellence in the domains of teaching and research/scholarship/creative activity, along with the evidence of sustained effectiveness in the domain of service. More specifically, the Foundations Program 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 members 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 the tenure as an Associate Professor. Promotion for a tenure track faculty requires evidence of sustained excellence in each of the three domains: a. research/scholarly/creative activity, b. teaching, and c. service, sufficient for achieving a national or international reputation and recognition.

Excellence for tenure-track faculty in the Foundations Program:

A faculty member teaching in the Foundations Program may have a research interest in visual arts, design, art education, or related fields. Foundations Program faculty achieve excellence by engaging in professional, pedagogical research, scholarship, and or creative activities that demonstrate national reputation. This activity must include a sustained record of dissemination of such activities, e.g., exhibition, grants, publication, and/or other forms of dissemination from the candidate's research area as appropriate to the faculty member's workload percentages and agreed-upon role within the program, college, and university. Because reviews for tenure and promotion include dossiers in research, scholarship, and creative activity 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.

Annual evaluation of the faculty in the Foundations Program will be on the following performance rating below as appropriate to the faculty member's workload percentages and holistic overview within an agreed-upon role in the program, college, and university and the standard outlined in the Teaching, Research (/scholarship/creative activities)**, and Service category:**

> 5 – Highly Accomplished –Performance consistently and significantly exceeds established objectives; achieves significant contributions well beyond normal job requirements. Performance at this level is unique and rarely attained.
> 4 – Exceeds Requirements –Performance exceeds established objectives on a regular basis; exhibits a degree of excellence in accomplishing individual and department goals beyond the normal job requirements.
> 3 – Proficient/Meets Requirements –Performance meets established objectives and fully completes normal job requirements.
> 2 – Developing/Needs Improvement –Performance of established objectives is inconsistent; meets some of the minimum requirements of the position, but needs to improve performance in other areas.
> 1 – Unsatisfactory -Performance of established objectives and/or behaviors is deficient; rarely meets established objectives and/or behaviors, consistently fails to meet normal job requirements.

The research/scholarship/creative activity criteria herein reflect a standard 40% workload per year for the annual evaluation. For example, a faculty with a 40% workload on research/scholarly/creative activity receives a *3-Proficient/Meets Requirements* rating if they maintain a record of at least **five-to-six** exhibitions of creative activity and/or presentations in research, scholarship of teaching and learning (SOTL) per review (three) year. The table below provides an example of minimum research dissemination for various workload distribution on research/scholarly/creative activities within each annual evaluation (three-year) period.

Examples of minimum *Research, Scholarship, and Creative Activity* in a Review (three) Year (Must be Presented, Published, or Awarded in Three Year Review Window. Grant(s) must be submitted and/or Received in the Three-Year Review period.)							
Workload – Assigned % on research/scholarship/creative activity	60%	50%	40%	30%	20%	10%	05%
Average number of disseminations in a three-year review period	8-9	7-8	5-6	4-5	2-3	1-2	0-1

a. Research, Scholarship, and Creative Activity

The faculty member is responsible for demonstrating the significance and quality of the research and the venues/platform through which the professional and scholarship of teaching and learning/creative activity is disseminated. Research, scholarly or creative activities lead to the production of new knowledge, design, and analysis; to the original critical or pedagogical theory and interpretation; or, as applicable, for art, design, or artistic performance. The merit in research, scholarly or creative activities must be documented by a record of achievement, including publications, grants received, conference papers/presentations, commissions, and/or works in visual art and design, or related fields. A faculty member's work in this category for tenure and promotion consideration is based on its acceptance into conference papers/presentations, leading workshops on the scholarship of teaching and learning (SOTL), grants, screenings/broadcasts (e.g., installations, performance, web-based or networked), solo or group exhibitions, juried and/or peer-reviewed exhibitions or production of recognized quality at the regional and national level. The record of recognition also includes the objective opinions of the professional experts in the field, both inside and outside the university.

National venues of dissemination may include conferences organized by national professional organizations, private galleries, university galleries, art centers or museums, funding organizations across the country as recognized by experts in the field. The criteria for establishing a national record typically include participation in exhibitions/conferences or dissemination of research/creative activities outside of Texas. That said, there are regional venues of national significance, such as the Dallas Museum of Art or Forth Worth Modern. The regional

venues of dissemination are defined by conferences, reviews, exhibitions, and media where the conference, presentation papers, art or design works are juried or selected from a regional pool of artists, designers, or scholars, and the audience is principally restricted in scope. A national exhibition or conference workshop is chosen from a pool of artists, designers, scholars having either a national audience or national reach through the venue's reputation or publications; similarly, the comparable scope of artists, designers, scholars, and the venue applies for an international reputation. The level and scope of disseminating pedagogical scholarly/creative activity are also demonstrated by acceptance rates, the geographic range of applicants, an invitation, and the professional reputation of jurors or curators.

A faculty in the Foundations Program is expected to participate in the scholarship of teaching and learning and dissemination via conference presentation (and/or publication if applicable). Faculty in the Foundations Program should have a balanced portfolio of conference presentations (and/or publications if applicable) and dissemination of scholarly/creative activities that are peer-reviewed or refereed and have a high level of significance in the Foundations education, as identified in the Most Valued category below. The publications, if applicable, may be printed, online/electronic media, and Open Access peer-reviewed journals/books. Professional involvement is complementary to research, scholarship, and creative activity and is important for demonstrating excellence during annual evaluations and achieving tenure and promotion. These include refereed conference presentations, keynote lectures/speeches, invited and refereed colloquia, and external funded grants, and are also listed in the Most Valued category below. Faculty demonstrate excellence by maintaining a balanced level of professional involvement (e.g., exhibitions, refereed conferences, keynotes, external grants). For promotion and tenure, candidates must demonstrate the items they achieve among the program's Most Valued category as peer-reviewed or refereed.

MOST VALUED

- Juried or invitational or peer-reviewed solo or group exhibition and screening/broadcast solo or group exhibition in a local, regional, national, or international museum, gallery, private collection, public art venue, art institution, or arts organization
- Creative projects and contracts in collaboration with or commissioned by a local or regional museum, gallery, local municipality, foundation, or art organization that addresses interdisciplinary art/design topics and meets diverse community needs
- Purchase of artwork by or commission from a local, regional, national, or international museum, gallery, private collection, public art venue, or arts institution
- Juried or invitational artist-in-residence or visiting artist for a museum, gallery, or arts organization
- Paper presentations or panel discussion at disciplinary or interdisciplinary conferences that advance the scholarship of teaching and learning (SOTL) in foundations education
- Lectures and workshops delivered for arts organizations or community organizations
- Evaluative statements from clients and peers documenting the quality and significance of documents or performances produced by the faculty member.
- Refereed articles or full papers in recognized regional/international/national journals, e.g., Foundations in Art: Theory and Education (FATE) Conference journal
- Authorship of recognized digitally based scholarship of teaching and learning; recognition could take the form of external grant(s) funding, peer-review, or affiliation with professional organizations or institutions
- Grants and external funding received for research, scholarship on teaching and learning, or creative activities (such as federal, state, or foundations)
- Citation of faculty scholarship by other scholars
- Adoption of faculty-authored materials
- Critical reviews of work (books, exhibitions, works of art) in regional, national, and international

publications
- Keynote speeches given at national and international conferences, or refereed colloquia
- Adoption of faculty-authored materials for courses.
- White Papers, reports, or handbooks commissioned by national bodies, committees, organizations
- Solo or group exhibition in a local, regional, national, or international museum, gallery, private collection, public art venue, art institution, or arts organization
- Curating an exhibition at a local, regional, national, or international gallery, nonprofit arts organization, museum, or collection
- Local, Regional, National, and/or international honors, fellowships, or residencies recognize creative activities, community involvement, and scholarly work.
- Consulting at the national/international levels or nationally recognized institutions

Research, Scholarship, and Creative Activity Standard for Promotion and Tenure in the Foundations Program

Research, Scholarship, and Creative Activity Standard (40% workload) for Promotion to the rank of Associate Professor:

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

1-2 creative projects (solo exhibitions or comparable events) or conference papers/presentations/publications on average per year in a related field of study in the program's Most Valued list. Creative projects (solo exhibition or comparable event) should be consistently in a (collaboration or commissioned by) a reputable museum or private gallery, university gallery, foundation, or art organization within the candidate's research field. **One to two** articles or conference papers should be peer-reviewed or within reputable academic journals or conferences on Scholarship of Teaching and Learning (SOTL) in Foundations education. Successful faculty members will maintain a balanced professional involvement in a related field of study.

Research, Scholarship, and Creative Activity Standard (40% workload) for Promotion to the rank of Professor:

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

2-3 creative projects (solo exhibitions or comparable events) or conference papers/presentations/publications on average per year in a related field of study in the program's Most Valued list. Creative projects (solo exhibition or comparable event) should be consistently in a (collaboration or commissioned by) a reputable museum or private gallery, university gallery, foundation, or art organization within the candidate's research field. **Two to three** articles or conference papers should be peer-reviewed or within reputable academic journals or conferences on Scholarship of Teaching and Learning (SOTL) in foundations education. Successful faculty members will maintain a balanced professional involvement in a related field of study.

b. Teaching
Teaching Standards for Promotion and Tenure in the Foundations Program

A faculty member in the Foundations Program achieves excellence in teaching by actively participating in the program's academic mission at the highest levels. This activity must include a sustained record of teaching-related activities described under "Teaching Standards" as an appropriate-upon role within the program, college, and university. Activities that are evaluated to access teaching quality include:

- Peer Observation and Student Perception of Teaching (SPOT):
  - Required observation of teaching: The Foundations Program faculty seeking promotion to Associate Professor will be observed for teaching annually using a teaching observation form. An example of which can be found here.
  - Optional observation of teaching (tenure-track faculty can request additional observations by the unit administrator (after their required once-per-year observation for the first three years) or by other faculty (who may then write in support of the faculty member after observing their teaching).
  - Quantitative evaluations (SPOT) by students demonstrate the growth and quality of teaching.
  - Qualitative evaluations by students in SPOT attest to the highest quality of teaching and mentorship of students.
- When applicable, demonstrated the effectiveness of TA/AA mentoring through evidence of Qualitative and Quantitative TA/AA evaluation of the faculty (see **APPENDIX I – TA/AA Evaluation Collection**).
- Development of Instructional Materials:
  - Leading student(s) in research field experience
  - Authoring textbooks and/or courseware used by other colleges, universities, K-12 institutions, and communities
  - Effectively leading or collaborating on the design or redesign of the entire program curriculum
  - Development of new courses or rewriting of standing courses as determined by the Foundations Program.
  - Develop instructional materials to foster community and collaboration in the program and college.
  - Consistently shown leadership in service-learning and/or community engagement projects.
  - Use of teaching innovations, technology, and/or media that is demonstrably useful to students in the foundations program.
  - Facilitating learning experiences that challenge students at the Foundations level. (e.g., classroom experiences that foster creative and critical thinking, field trips, external collaborations, service learning, facilitating external student opportunities, student events.)
- Collaborate with the college constituents across the college and the university, e.g., TFC, University Art Gallary, Union Gallery, etc.
- Designing and/or leading a study abroad
- Consulting on teaching issues for other departments, universities, or organizations
- Teaching Awards/Grants (Nominations and Awards Received)
- Visiting faculty position
- Guest speaker/presentation
- Integration of e-portfolio to measure the program-wide student learning outcomes as appliable
- Honors, fellowships, residencies, and awards received for teaching
- Internal or external findings in support of teaching
- Responsiveness to interdisciplinary Foundations teaching to support the college, if needed, teach courses across college departments.

Teaching Standards (40% workload) for promotion to the rank of Associate Professor:
The Foundations program considers high-quality teaching and classroom performance-critical elements in all promotion decisions. The candidate must excel in both graduate (if applicable) and undergraduate courses. The assessment of a candidate will be based on a broad range of indicators, including student evaluations, peer evaluations, tenure & promotion committee evaluations, and the candidate's effectiveness in advising and mentoring activities, development of instructional materials, recognition of teaching success, and responsiveness to departmental needs (see below criteria for specifics). Any deficiencies in teaching noted at any point in the probationary period must be entirely and unambiguously resolved by the time of the tenure decision.

Although each faculty member will make unique contributions to the department, college, and university in their teaching, a sample of an exemplary candidate for promotion to Associate Professor might look like someone who has:
- demonstrated consistent growth in SPOT evaluations
- developed new courses and/or rewrote standing courses as determined by the Foundations Program
- developed instructional materials to foster community and collaboration in the program and college
- an average or above-average evaluation of teaching by the unit administrator
- consistently included guest speakers/college/university (e.g., gallery/TFC, etc.) programming as available and to the extent permitted by the program funding
- Collaborate with the college constituents across the college and the university, e.g., TFC, University Art Gallary, Union Gallery, etc.
- adequate supervision and mentorship of Graduate Teaching Assistants and Adjunct Assistants as appropriate
- shown willingness to serve both the departmental and interdisciplinary teaching needs across the college.

Teaching Standards (40% workload) for promotion to the rank of Full Professor:
Candidates for Full professorship must uphold and exceed the high teaching excellence standards outlined in the tenure and promotion threshold. Candidates should strive to demonstrate a sustained record of mentorship, attending conferences on foundations education, scholarship of teaching and learning, and providing mentorship for graduate teaching assistants in teaching and learning.

Although each faculty member will make unique contributions to the program, college, and university in their teaching, a sample of an exemplary candidate for promotion to Professor might look like someone who has:
- demonstrated consistent growth in SPOT evaluations
- taken a lead role in area-wide curricular revisions
- consistently integrated teaching innovations/technology/media to meet student learning outcomes as applicable
- consistently included guest speakers/college/university (e.g., gallery/TFC, etc.) programming as available and to the extent permitted by the program funding
- effective supervision of Graduate Teaching Assistants and Adjunct Assistants as appropriate
- consistently shown willingness to serve departmental and interdisciplinary teaching needs across the college
- lead students in service-learning and/or community engagement projects as appropriate
- collaborate with the college constituents across the college and the university, e.g., TFC, University Art Gallary, Union Gallery, etc.
- mentored and supervised graduate teaching assistants and provide opportunities for engagement in teaching and learning as applicable

c. Service

<u>**Service Standards for Promotion and Tenure in the Foundations Program**</u>

While faculty pursuing tenure should emphasize professional activity and teaching, each faculty member should consistently and constructively engage in service on behalf of the profession, program, college, and/or university. The amount and type of this service should be appropriate to the faculty member's status, professional goals, workload percentages, and agreed-upon role within the department, bearing in mind that all faculty must contribute to this area for the good of the academic programs.

Faculty members in the Foundations Program must demonstrate a continuing commitment to high-quality service to the department, the college, and the university. The Foundations Program also recognizes professional service to constituencies external to UNT (e.g., professional organizations and communities). The quantity of service performed is accounted for in the effort apportioned in faculty workload assignments and the individual faculty's professional goals. Leadership and service are frequently cited within interdisciplinary teaching/mentorship, creative projects, and public scholarship; therefore, junior faculty should not be penalized for greater evidence of leadership and service to local and regional communities and UNT students. Nonetheless, it is expected that after tenure, service assignments and leadership roles should increase proportionally to the seniority of the faculty member. The annual evaluation is based on the specific rank and the expected activities, and tenure and promotion are evaluated based on meeting the standards of the specific rank.

Service Standards (20% workload) for Assistant Professor:

Service at the assistant professor level ought to demonstrate a willingness to be involved in programs, college, and/or regional/area level organizations while developing a teaching portfolio and agenda on research/scholarly/creative activity (see research/scholarly/creative activity assessment criteria for further specifications).

A possible example of an assistant professor with a 20% service workload would include successful participation in service that requires 8 hour/week time commitment from **Most Valued** forms of service listed below as spread out over the period of review or a demonstrable equivalence in terms of time and commitment.

Most Valued:
- Service to the Field/Communities
- Serving as elected officer/board member in local and/or regional professional organizations
- Serving as faculty advisor for student organizations
- Serving on committees for regional professional organizations
- Serving on editorial boards of regional journals in the closely related art and design fields
- Serving as ad hoc external reviewer for articles for tier two/regional journals in the closely related art and design fields
- Serving as a juror for local and/or regional organizations or exhibitions
- Serving local and/or regional communities through workshops
- Service to the Foundations Program, College, and University
- Service to internal and external recognition of professional colleagues in support of institutional and disciplinary recognition, growth, and advancement.
- Serving on standing, ad-hoc, or elected committees on college, department, or program level requiring more than 8 hours per semester

Service Standards (20% workload) for Associate Professor:
At the associate level, the program is looking for the emergence of a consistent record of high-quality service consistent in quantity with the candidate's workload assignments and attentive to the program needs as determined by the unit administrator. The candidate must show that they are a reliable program/college citizen, someone who will be willing and able to take on a greater share of service responsibilities after promotion to associate Professor, including roles on more significant department, college, and university committees. Regarding the discipline/field/community, the candidate should indicate growth in involvement in national scholarly organizations.

A possible example of an associate professor with a 20% service workload would include successful participation in service that requires 8 hour/week time commitment from **Most Valued** forms of service listed below as spread out over the period of review or a demonstrable equivalence in terms of time and commitment.

Most Valued:
- Service to the Field/Communities
- Serving on committees in local and/or regional professional organizations
- Serving on editorial boards of highly regarded journals in the closely related art and design field
- Serving as ad hoc external reviewer for articles for tier one/two journals in the closely related art and design fields and/or scholarly, commercial book presses
- Serving on board of national organizations related to foundations education and pedagogy, arts, and design education
- Serving as a juror for local and/or regional organizations or exhibitions
- Serving on tenure review panels for external candidates
- Serving on program review panels at external institutions
- Serving communities through workshops
- Editing or guest editing refereed journals or refereed conference proceedings
- Editing/Co-editing special issues in refereed journals
- Editorship of a section of refereed national/international journals
- Chairing team or single-handedly organizing lecture series/conferences/symposia with national/international draw
- Service to the Foundations Program, College, and University
- Uses successful and innovative methods in individual and group mentoring initiatives and effective mentors and supports junior colleagues.
- Consulting on teaching issues for other departments, universities, or organizations.
- Serving as a leader in program development and implementation on the department level
- Serving on major standing, ad-hoc, or elected committees on college, department, or program level requiring more than 20 hours per semester

Service Standards (20% workload) for Full Professor:
In service, candidates must demonstrate increasing commitment to service and leadership to the program, the college, and/or the university levels and the profession. Serving on major committees and/or taking on major service assignments (such as chairship or program coordinator) must be complemented by excellence. Candidates should also demonstrate a record of effective service to the profession at national and international levels, including leadership roles in scholarly organizations, journal-editing, manuscript reading, or tenure-case adjudication.

A possible example of a full professor with a 20% service workload would include successful participation in service that requires 8 hours/week time commitment from Most Valued forms of service listed below as spread out over the period of review or a demonstrable equivalence in terms of time and commitment.

> **Most Valued:**
> - Service to the Field/Communities
> - Serving as an elected officer/board member in a professional organization/conference at the regional, national, and/or international level
> - Serving as committee chair in regional or national professional organizations
> - Serving as editor of a highly regarded journal in a closely related art and design field
> - Serving as an editor of a book series with a highly regarded academic or commercial press
> - Serving as a juror in regional, national, or international conferences, exhibitions, and publication
> - Serving on tenure review panels for external candidates
> - Serving on program review panels at external institutions
> - Serving communities through workshops
> - Uses successful and innovative methods in individual and group mentoring initiatives and effective mentors and supports junior colleagues.
> - Consulting on teaching issues for other departments, universities, or organizations.
> - Significant awards for achievement in service to international and/or national professional organizations and/or disciplinary/interdisciplinary fields
> - Editing or guest editing refereed journals or refereed conference proceedings
> - Leading a team or single-handedly organizing lecture series/conferences/symposia with national/international draw
> - Service to the Foundations Program, College, and University
> - Serving as chair of a department
> - Serving as a leader in program development and implementation on the university or college level
> - Serving on major standing, ad-hoc, or elected committees on the university, college, department, or program level requiring more than 30 hours per semester.

APPENDIX I – TA/AA Evaluation Collection

An evaluation of the Foundations faculty member from those Teaching Assistants and Adjunct Assistants teaching within their led course for the semester shall be taken each semester. This evaluation's composition and questions will be created, edited, and voted upon annually by Foundations full-time faculty and submitted to the Unit Administrator.

This evaluation will be taken and collected at a predetermined time in the semester, that is, before the semesterly Evaluation of TAs/AAs given by Lead Faculty, but, at least two months into the given semester.
The act and procedures of the confidential collection and return of evaluations shall be administered by the Foundations Program.

The results shall be returned to the full-time Foundations faculty member being evaluated within two weeks following the submission and closing of evaluations of TAs/AAs teaching within that faculty member's course. A copy of the evaluation of the Foundations faculty member will be kept in the personnel file, and a copy is to be uploaded in FIS.