TEXAS STATE UNIVERSITY SCHOOL OF ART AND DESIGN
PREAMBLE TO FACULTY EVALUATION POLICY

1. The Texas State University policy and procedures on Promotion and Tenure Review are contained in PPS 8.10, which can be accessed on the Academic Affairs web site. In addition to university and college policies and procedures, the School of Art and Design has its own policy and procedures statement for faculty evaluation, which is based on the university and college policies.

2. The School of Art and Design policy and procedures statement on Promotion, Tenure, Merit and Reappointment of Faculty must be broad enough to include the needs of its five diverse divisions and also specific enough to provide guidance for faculty and review groups.

3. The Texas State University-San Marcos policy on Faculty Grievance is set out in PPS 8.08, which is available on the Academic Affairs web site. The School of Art and Design policy on Faculty Grievance conforms to the university policy.

SCHOOL OF ART AND DESIGN
FACULTY EVALUATION POLICY

Faculty performance in the School of Art and Design is evaluated on documentation of teaching, scholarly/creative activity, and leadership/service. The following expectations for faculty performance are presented as guides for faculty and review groups.

The quality of our students’ educational experience and the reputation of the School of Art and Design are based on faculty excellence in teaching, accomplishment in scholarly/creative work, and distinction in service to the university and to professional organizations. The criteria and standards for teaching, creative/scholarly activity and service delineated in this document are to be used in faculty evaluations conducted for:

- Annual Evaluation
- Reappointment
- Promotion
- Tenure
- Post Tenure Review
- Performance/Merit

All faculty members in the School of Art and Design (tenured, tenure-track, senior lecturers, lecturers and part-time faculty) submit a report of their professional activities during the prior calendar year to the director by the end of February each year. Evaluation of all school faculty should be completed prior to April 1.

This document is intended to inform the judgments upon which evaluation decisions and reappointment, promotion and tenure recommendations are based. It should be reviewed at least every five years, but may be amended at any time, as determined by the personnel committee. It provides evaluation criteria and expectations that supplement university policy.
For specific university policies, candidates and reviewers are advised to consult the Faculty Handbook and the following policy and procedure statements:

- PPS 8.01, Development and Evaluation of Tenure-Track Faculty
- PPS 8.10, Promotion and Tenure Review
- PPS 7.10, Procedures for Awarding Merit and Performance Raises
- PPS 8.09, Performance Evaluation of Faculty and Post-Tenure Review
- PPS 7.14, Hiring and Use of Temporary, Non-Continuing Faculty
- PPS 8.08, Faculty Grievance

Faculty responsibilities may vary from year to year as reflected in PPS 7.05, Faculty Workload. Faculty responsibilities are also specified in:

- PPS 4.01, Conduct and Planning of Courses
- PPS 4.02, Conduct of Classes
- PPS 4.03, Professional Responsibilities Related to, but not Included with Teaching
- PPS 4.05, Maintenance and Improvement of Quality in Teaching

The director and the personnel committee share responsibility for conducting school evaluations in accordance with the procedures specified in these policy and procedure statements.

In general, expectations for achievements in teaching, scholarly/creative activity and service increase as a faculty member’s career progresses. Meeting minimum performance expectations does not guarantee approval for promotion or tenure. For tenure-track faculty members, formative reviews are conducted each year and summative reviews are required in at least the third and sixth years. An unsatisfactory third-year review normally leads to termination of employment.

- **Tenure-track Faculty (years 1–3)**
  Candidates in their first three years are expected to concentrate on the excellence of their teaching, while also establishing their scholarly/creative record.

- **Tenure-track Faculty (years 4–6) and Promotion to Associate Professor**
  Candidates in years 4–6 are expected to demonstrate growth and development in their scholarly/creative work, while maintaining excellence in teaching. At a minimum, candidates should demonstrate effective participation in school endeavors.

- **Promotion to Full Professor**
  Candidates for Professor are expected to demonstrate a sustained and continuing record of significant accomplishments in the field through their scholarly/creative record, while also maintaining excellence in teaching. At a minimum, service activities should demonstrate effective involvement and leadership in school and college/university affairs.

The School of Art and Design faculty is comprised of professionals in five fields of study: art education, art history, communication design, photography, and studio art. In the field of art education, the EdD and the PhD are considered terminal degrees. In art history, the PhD is the terminal degree, and in studio art and photography, the MFA is the terminal degree. In communication design (and synonymous degrees, e.g. graphic design), the MFA is the terminal degree. In all areas, however, much importance is placed on significant professional experience.
University policy requires that faculty beyond the rank of assistant professor hold the terminal degree, with exceptions possible only for individuals whose teaching, scholarly/creative and service record are judged to exceed the requirements for tenure and promotion to higher rank. Any exception to these terminal degree requirements is governed by the criteria set forth in the School of Art and Design’s Policy for Employment of Faculty without Terminal Degrees.

The criteria for, and documentation of, teaching (pgs. 4, 5) and service (pgs. 14, 15) accomplishments are the same in all five fields. The assessment standards for teaching, scholarly/creative activity and service are listed in Appendix A. Although scholarly/creative activities differ in the school’s five professional fields, to demonstrate successful fulfillment of expectations for creative/scholarly research, all candidates for tenure and promotion in the School of Art and Design are expected to:

- Demonstrate that they are active and engaged in the pursuit of a scholarly/creative research agenda
- Generate recognition for the excellence of work produced in their scholarly/creative program.

Scholarly/creative activities specific to each individual field are listed on the following pages:

- Art Education: 6, 7
- Art History: 8 - 9
- Communication Design: 10 - 11
- Studio Art, Photography: 12 - 13

In addition, for those disciplines where applicable, external and internal funding activities, patents and/or commercialization of research will be considered.

The standards for assessing scholarly/creative work are common to all fields and are listed in Appendix A. Work produced by faculty will be evaluated on the basis of quality, quantity and frequency of production, which will be measured through professional critical review and peer evaluation within the discipline and the forum in which the work was exhibited or published. The personnel committee and the director are charged with the responsibility of making judicious assessments of the significance of scholarly/creative work, and faculty are responsible for providing adequate documentation of their work to inform those judgments.

In preparing materials for promotion and tenure application, typically, but not always, faculty in art history and art education will follow the Texas State vita format outlined in PPS 8.10, Attachment 1A, and faculty in communication design, studio art, and photography will follow the Attachment 1B format. Vita headings for which the faculty member has no entries should be deleted, but heading numbering must remain consistent with the template format.

Faculty being evaluated for reappointment, tenure and/or promotion may augment their evaluation materials by opting to give a presentation of teaching outcomes and creative/scholarly work samples to the personnel committee. Faculty who wish to take advantage of this option must inform the director at least 30 days prior to the personnel committee evaluation meeting so that presentations can be scheduled.
TEACHING

Quality teaching is the primary function of the University and every faculty member must provide evidence of capable and effective teaching. Faculty must show clear excellence in teaching in the classroom or studio, in directed studies or internships (as appropriate to the area) and in other forms of instruction involving students. Student learning and improvements in the learning environment and curriculum reflect effective teaching.

Continuing commitment to teaching is an important component of the criteria for promotion and tenure. Faculty whose record reflects difficulty in teaching must document the steps that have been taken to address problems and the record must reflect, through student evaluations, peer evaluation and other means, that improvement has occurred.

Activities evaluated in the category of teaching may include, but are not limited to:

1. Classroom instruction—those activities directly related to teaching and the classroom environment
2. Preparation of course syllabi, class handouts, assignments, and course websites
3. Course and program development
4. Supervision of graduate theses and service on thesis committees
5. Supervision of studio or field experiences - those activities related to the supervision of students involved in assigned tasks either outside the university classroom (field trips to museums, galleries, other educational facilities, lectures) or within its boundaries beyond class hours (supervision or maintenance of facility, equipment, materials, personnel or tools)
6. Employment of innovative teaching methods
7. Supervision of internships beyond course load—those activities related to the supervision of students assigned long-term (more than 2 or 3 weeks in a semester) internship positions
8. Direction of students in independent study or special problems courses
9. Supervision of students in professional activities
10. Supervision of honors theses
11. Service as a university student mentor
12. Participation in professional conferences, workshops, and presentations
13. The writing of letters of recommendation for students
14. Photographing student work
15. Other

Documentation and assessment of quality in the area of teaching may include but are not limited to:

1. Review of student evaluation forms by the appropriate school committee (required)
2. Review of course syllabi, classroom handouts, class assignments, website, et. al.
3. Evaluation by school director and personnel committee members based upon classroom visitation and administrative judgment (teaching observation required for non-tenured faculty)
4. Self-evaluation
5. Review of recent student work
6. Review of current and former students’ accomplishments (e.g. awards, exhibitions, conference presentations, acceptance to graduate programs, employment at high caliber design firms, teaching appointments)
7. Review by external evaluator(s)
8. Testimonial letters from former students
9. Other
TEACHING FOCUS TRACK FOR WORKLOAD ASSIGNMENT AND EVALUATION

Tenured full professors and associate professors who choose not to seek promotion to full professor, with the approval of the school director, may choose to exercise a teaching focus option for workload assignment and evaluation. The teaching focus option provides eligible faculty the opportunity to direct their efforts primarily to teaching, and benefits the school by increasing its rate of instructional delivery.

In this track, workload is based on a full teaching assignment, which at Texas State is twelve credit hours of course instruction; whereas the scholarly/creative workload track is nine credit hours teaching with an additional assignment to conduct research. Performance expectations in the teaching track for tenured faculty are based 80% on teaching and 20% on service. On this basis, teaching track faculty are fully eligible for performance and merit increases, but not for promotion. Evaluation of teaching in this track will be based on the activities and documentation listed on page 4, with the addition of an observation of their teaching by the school director each semester.

Teaching focus faculty may petition to be reassigned to the scholarly/creative track. Associate professors are cautioned to carefully consider the consequences of opting for the teaching focus track because they will be required to meet or exceed all teaching, research and service expectations, including a sustained record of scholarly/creative activity, to become eligible for promotion.
SCHOLARLY/CREATIVE ACTIVITY, Art Education

In the evaluation process, the scholarly/creative record of Art Education faculty will be comprised of documentation of accomplishments in scholarly research and the creation of artworks. In the field of Art Education, publication of research in peer-reviewed journals or books is typically the primary means of evidencing its quality, and exhibition of creative work is typically the means of substantiating its quality. The records of these and other activities provide the body of evidence establishing the quality of a faculty member's work and the esteem with which it is regarded professionally.

The candidate's publication and creative record must be of high quality in content, demonstrate consistent effort and should reflect significant recognition in the field. Expectations for these activities increase, with primary focus on research, as a faculty member's career progresses. The Personnel Committee and the director are charged with the responsibility of determining whether or not a particular activity is equivalent in quality and scope to publication of research.

Tenure-track Faculty (Years 1-3)
At a minimum, Art Education tenure-track faculty in years one through three are expected to establish their research agenda through a combination of:
- Publication of scholarly articles in journals of at least regional prominence
- Presentation of research at conferences of at least state prominence
- Participation in group exhibitions of at least state prominence.

Tenure-track Faculty (Years 4-6)
In the second half of the probationary period, candidates are encouraged to expand their research activities to include a combination of:
- Publication of scholarly books or articles in refereed journals of regional and/or national prominence
- Presentation of research at conferences of at regional and/or national prominence
- Participation in group exhibitions of at least regional prominence.

Candidates for tenure and promotion to associate professor are expected to have published articles and/or books receiving regional and/or national recognition. Participation in major creative exhibitions will also be recognized.

Promotion to Full Professor and Post Tenure Review
Candidates for promotion to full professor are expected to have produced scholarly/creative work of national and/or international prominence that significantly contributes to the discipline.

Scholarly research activity in art education falls into the following categories (not listed in ranked order):
1. Published work
   Assessment of the recognition achieved by the publishing of research is based on the rigorousness of the selection process, the degree of participation and the reputation and scope of the publication, and in the case of multiple authors, the extent of contribution by the candidate.
   a. Articles, reviews, criticism of books written on the subject of art, artists and art education
      Assessment of the quality of publications authored is based on any adjudication process conducted by the publisher, the prominence and reputation of the publisher within the field, and the scope of readership.
b. Editing of professional publications or books in the candidate's field
   Assessment of the quality of publications edited is based on any adjudication process
c   conducted by the publisher, the prominence and reputation of the publisher within the field,
   and the scope of readership.

c. Published books, monographs, articles and reviews of work, comment or special mention
   Assessment of the level of recognition achieved through writings about a faculty member's
   work is based on the scope and prominence of the author, publication or publisher within the
   field.

2. Awards, honors or other recognition in the field
   Assessment of the significance of awards received is based on the rigorousness of the
   adjudication process and the prominence of the sponsoring organization within the field.

3. Grants, fellowships or residencies awarded
   Assessment in this category is based on the prominence of the sponsoring organization within the
   field and the rigorousness of the selection process.

4. Lectures and workshops given
   Assessment of the value of lectures and workshops given is based on the prominence of the
   sponsoring organization or venue within the field, the scope of the audience and the extent of
   research conducted or materials prepared. Additional recognition is gained if lectures are printed
   for distribution, or workshops are reported in publications.

5. Presentation of research at professional meetings and scholarly symposia
   Assessment of the significance of conference presentations is based on the adjudication process
   employed in the selection of presentations, the prominence and reputation of the conference
   within the field, and the profile of attendees.

6. Exhibition of creative work
   Assessment of the recognition earned by exhibition creative work is based on the selectivity of
   any adjudication, the degree of the artist’s participation, and the reputation and scope of the
   venue. The Personnel Committee and the director will determine whether or not a particular
   creative activity and its outcomes are equivalent in quality and scope to the requisite scholarly
   publications.

7. Direction of professional programs, conferences, or symposia
   Assessment of the significance programs directed is based on the prominence and reputation of
   the program within the field, and the scope of attendees.

8. Other
SCHOLARLY/CREATIVE ACTIVITY, Art History

It is expected that all art history faculty maintain a strong engagement in scholarly research and achieve professional recognition that attests to the quality of their work. In the evaluation process, the scholarly/creative activity of art history faculty is typically publication of original research. Art history faculty are expected to publish in recognized, refereed journals in the discipline, in professional monographs, in other professional publications, and/or books and book chapters. The candidate’s scholarly record must provide evidence of quality, demonstrate consistent effort, and should reflect significant recognition in the field.

Tenure-track Faculty (years 1–3)
At a minimum, art history tenure-track faculty in years one through three are expected to establish a research agenda, typically by publishing articles stemming from their dissertations.

Tenure-track Faculty (years 4–6), Promotion to Associate Professor and Tenure Candidates
In the second half of the probationary period, candidates are expected to demonstrate growth and development in their scholarly/creative work. For promotion to the rank of associate professor, the scholarly record must be sufficient to insure that the candidate has earned at least regional, and preferably national, prominence for specific contributions to the discipline.

Promotion to Full Professor and Post Tenure Review
Candidates for Professor are expected to demonstrate a sustained and continuing record of significant scholarly accomplishments in the field, and to have achieved national and/or international recognition.

Scholarship will be evaluated on the basis of quality, the forum in which it appears, quantity and frequency. The range in quality and contribution to the field is considerable and the amount of effort to prepare a manuscript or presentation for publication may vary greatly. If a contribution is judged to be of greater (or less) quality, then less (or greater) quantity may be appropriate. In cases of multiple authors, the faculty member should describe her/his individual level of contribution.

It is recommended that a candidate for tenure have a strong record of research with a minimum of five scholarly contributions. At least three of these should be articles in peer-reviewed academic journals. In some cases, a scholarly contribution may be regarded as equivalent to a peer-reviewed journal article if it carries a similar level of prestige and requires a similar effort.

Candidates for promotion to Professor must have a strong record in research with a minimum of seven additional scholarly contributions since promotion to Associate Professor. At least four of these should be articles in peer-reviewed academic journals, or work judged to be of equivalent accomplishment. Research productivity must be sustained over a number of years and there must be evidence of continuation.
Scholarly research activity in art history falls into the following categories (not listed in ranked order):

1. Authorship of books and book chapters on the subject of art  
   Assessment of the quality of books or book chapters authored is based on any adjudication process conducted by the publisher, the prominence and reputation of the publisher within the field, the profile of the readership and evidence of any critical acclaim garnered.

2. Publication in refereed journals and professional publications  
   Assessment of the quality of articles published is based on the adjudication process conducted, the prominence and reputation of the journal within the field, and the profile of the readership.

3. Editing of professional publications or books  
   Assessment of the quality of publications edited is based on any adjudication process conducted by the publisher, the prominence and reputation of the publisher within the field, and the profile of the readership.

4. Grants procured in pursuit of research  
   Assessment in this category is based on the prominence of the granting agency within the field and the rigorousness of the selection process.

5. Awards, honors, or other recognition from professional organizations  
   Assessment of the value of awards earned is based on the prominence of the awarding organization and the rigorousness of the selection process.

6. Citation of candidate’s original research by scholars in the field  
   Assessment of the recognition garnered by work being cited by other scholars is based on the frequency of occurrence, the prominence and reputation of the author(s) within the field, the prestige of the publication and the profile of the readership.

7. On-line or electronic publications governed by a professional editorial process  
   Assessment of the quality of electronically published research is based on any adjudication process conducted by the publisher, the prominence and reputation of the publisher within the field, and the profile of the readership.

8. Exhibition curating or jurying, and authorship of catalogue essays  
   Assessment of the significance of exhibition curating and jurying activities is based on the prominence of the sponsoring organization or venue within the field, the size and geographical scope of the exhibition, and the extent of any critical writing undertaken for the exhibition.

9. Presentation of research at professional meetings and scholarly symposia  
   Assessment of the significance of conference presentations is based on the adjudication process employed in the selection of presentations, the prominence and reputation of the conference within the field, and the profile of attendees.

10. Research presented or published in non-refereed forums  
    For research published in a non-refereed publication, it is incumbent upon the faculty member to clearly explain the nature and significance of the publication.
11. Invited lectures on art

Assessment of the value of lectures given is based on the prominence of the sponsoring organization or venue within the field, the scope of the audience and the extent of research conducted or materials prepared. Additional recognition is gained if lectures are printed for distribution, or are reported in publications.

12. Other

SCHOLARLY/CREATIVE ACTIVITY, Communication Design

It is expected that all communication design faculty be actively engaged in scholarly/creative activities within the field and will achieve professional/peer recognition that attests to the quality of their work. In the evaluation process, the scholarly/creative record of communication design faculty will be comprised of documentation of accomplishments in a number of possible categories (1-12 below), establishing the quality of a faculty member’s work and the esteem with which it is regarded professionally. The candidate’s creative record must provide evidence of quality, demonstrate consistent effort, and should reflect significant recognition in the field.

Tenure-track Faculty (years 1–3)
At a minimum, communication design tenure-track faculty in years one through three are expected to show evidence of works of a state, regional and/or national scope that have been professionally reviewed.

Tenure-track Faculty (years 4–6), Promotion to Associate Professor and Tenure Candidates
In the second half of the probationary period, candidates are encouraged to expand their activities to include scholarly/creative work of national or international prominence and recognition.

Promotion to Full Professor and Post Tenure Review
Candidates for promotion to full professor are expected to have a sustained record of scholarly/creative work of national and/or international prominence that significantly contributes to the discipline.

In the communication design profession, the designer employs his/her visual communication skills to serve the needs of a client, and the design products produced for clients vary greatly in scope and media. Faculty may also conduct design research outside the client/designer relationship. This work may be experimental in nature and undertaken for the sake of advancing our understanding of the principles of communication design, or to expand a particular design aesthetic or theory.

To aid reviewers in evaluating a candidate’s record, for all projects involving multiple contributors, major contributors must be listed and a brief description of the candidate’s involvement in the project must be included.

In the field of communication design, documentation of scholarly/creative work falls into the following categories (not listed in ranked order):

1. Publication of work in design journals, or journals that more specifically pertain to a faculty member’s individual research agenda, work included or reviewed in monographs, and work recognized in books, essays or articles written or edited by design professionals
Assessment of the level of recognition achieved through the reproduction of a faculty member’s
design work, or writings about a faculty member’s work, is based on the adjudication process
employed, the prominence of the author or editor, and the prominence of the publication or
publisher within the field. Examples of prominent journals in the field include, but are not
limited to, Communication Arts, PRINT, Graphis and HOW.

2. Exhibition of creative work in professional design/advertising competitions
   Assessment of the recognition achieved by the exhibition of design work is based on the
   rigorousness of the selection process, the degree of the designer’s participation, the reputation
   and scope of the exhibition forum, and any awards received.
3. Exhibition of creative work in other professional competitions (gallery, museum, or online venues)
   Assessment of the recognition achieved by the exhibition of design work is based on the rigorousness of the selection process, the degree of the designer’s participation, the reputation and scope of the exhibition forum, and any awards received.

4. Awards, honors, recognition from professional organizations
   Assessment of the significance of awards received is based on the exceptionality of the award and the prominence of the sponsoring organization within the field.

5. Placement of work in significant collections
   Recognition based on the placement of work in collections is assessed by considering the prominence and significance of the collection within the field. (Unsolicited donations of works should be listed as service activity.)

6. Presentation at professional seminar or conference
   Assessment of the significance of conference presentations is based on the adjudication process employed in the selection of presentations, the prominence and reputation of the conference within the field, and the scope of attendees.

7. Authored or edited articles, essays, books or reviews concerning the design process, practice, theory, education or history
   Assessment of the quality of publications authored by the designer is based on any adjudication process conducted by the publisher, the prominence and reputation of the publisher within the field, and the breadth of readership.

8. Grant activity
   Assessment of the quality of grant activity is determined by the reputation and scope of the granting agency.

9. Curatorial or jurying activity
   Assessment of the quality of work in this category is determined by the reputation and scope of the venue, and/or sponsoring agency.

10. Commissioned design work
    In assessing the quality of client-based creative work, the proven efficacy of the work, the scope of the market in which the designer competes for clients, and the client’s prominence in their industry should be taken into account.

11. Invited lectures, presentations and workshops conducted
    Assessment of the quality in this area is determined by the scope and caliber of the attendees and the reputation and scope of the sponsoring agency.

12. Other

Of the listed activities, the most valued are those in categories: 1, 2, 3, 4, 6, 7 and 8.
Activities valued as a means of building a sustained record of achievement are those in categories: 5, 9, 10, 11 and 12.
SCHOLARLY/CREATIVE ACTIVITY, Studio Art and Photography

It is expected that all studio art faculty maintain a strong engagement in creative/scholarly activities and achieve professional recognition that attests to the quality of their work. In the evaluation process, the scholarly/creative record of studio faculty will be comprised of documentation of accomplishments in a number of possible categories (1-15 below). Exhibition of creative work is typically the primary means of professional and peer review, and the exhibition record provides the body of evidence establishing the quality of a faculty member’s work and the esteem with which it is regarded professionally. The candidate’s creative record must provide evidence of quality, demonstrate consistent effort, and should reflect significant recognition in the field.

Tenure-track Faculty (years 1–3)
At a minimum, studio tenure-track faculty in years one through three are expected to participate in group exhibitions of state and regional prominence.

Tenure-track Faculty (years 4–6), Promotion to Associate Professor and Tenure Candidates
In the second half of the probationary period, candidates are encouraged to expand their activities to include exhibitions in venues of national prominence, and exhibitions of a substantial body of work. In addition to any participation in group exhibitions, candidates for tenure and promotion to Associate Professor are expected to have participated in one or more solo or small group exhibitions of state, regional and/or national prominence.

Promotion to Full Professor and Post Tenure Review
In addition to any participation in group exhibitions, candidates for promotion to Full Professor are expected to participate in solo and small group exhibitions of the regional, national and international levels.

Scholarly/creative activity in studio art and photography falls into the following categories (not listed in ranked order):

1. Exhibitions
   Assessment of the recognition achieved by the exhibition of artwork is based on the rigorousness of the selection process, the degree of the artist’s participation, and the reputation and scope of the venue.
   a. Selection process
      Curated - one or more recognized art professionals solicit and select works
      Invitational – in response to an invitation, an artist self-selects works to exhibit
      Juried - works selected by one or more art professionals from a pool of entries
   b. Degree of participation
      Solo - one-person exhibition of a body of work
      Small group – a body of work or one extensive work shown with other artists
      Large group - one or two works shown with the work of other artists
   c. Scope of venue
      International - multinational prominence
      National - nation-wide prominence
      Regional - multi-state prominence
2. Awards, honors or other recognition in the candidate's field
   Assessment of the significance of awards received is based on the rigorousness of adjudication
   process and the prominence of the sponsoring organization within the field.

3. Grants, fellowships or residencies awarded
   Assessment in this category is based on the prominence of the sponsoring organization within the
   field and the rigorousness of the selection process.

4. Published books, monographs, articles and reviews of work, comment or special mention
   Assessment of the level of recognition achieved through writings about a faculty member’s work
   is based on the scope and prominence of the author, publication or publisher within the field.

5. Commissioned artwork
   Assessment of the quality of commissioned artwork is based on the prominence and art
   credentials of the commissioning agent and any critical acclaim generated.

6. Gallery or agent representation
   Assessment of the significance of gallery or agent representation is based on the prominence and
   reputation of the gallery/agent within the field.

7. Articles, reviews, criticism or books written on the subject of art and artists
   Assessment of the quality of publications authored by the artist is based on any adjudication
   process conducted by the publisher, the prominence and reputation of the publisher within the
   field, and the breadth of readership.

8. Artwork reproduced in periodicals, journals, catalogs or books
   Assessment of the quality of work in this category is based on any adjudication process involved
   in the selection of works, the prominence and reputation of the publication within the field, and
   the breadth of readership.

9. Placement of work in collections
   Recognition based on the placement of work in collections is assessed by considering the
   prominence and significance of the collection within the field. (Unsolicited donations of works
   should be listed as service activity.)

10. Presenter at professional conferences or symposia
    Assessment of the significance of conference presentations made by the artist is based on the
    adjudication process employed in the selection of presentations, the prominence and reputation
    of the conference within the field, and the scope of attendees.

11. Editing of professional publications or books in the candidate's field
    Assessment of the quality of publications edited by the artist is based on any adjudication
    process conducted by the publisher, the prominence and reputation of the publisher within the
    field, and the scope of readership.

12. Curating or jurying of exhibitions
Assessment of the significance of curating and jurying activities is based on the prominence of the sponsoring organization or venue within the field, the size and geographical scope of the exhibition, and the extent of any critical writing undertaken for the exhibition.

13. Lectures and workshops given
   Assessment of the value of lectures and workshops given by the artist is based on the prominence of the sponsoring organization or venue within the field, the scope of the audience and the extent of research conducted or materials prepared. Additional recognition is gained if lectures are printed for distribution, or workshops are reported in publications.

14. Inclusion of work by critic, scholar or peer in lecture or presentation
   Weight given to work being included in presentations made by others is based on the art credentials of the presenter and the prominence of the event/venue within the field.

15. Other
SERVICE

The performance of service activities or assignments contributes to the academic enterprise and enhances the image of the faculty and the prestige of the University. Service can be broadly defined as participation in activities other than teaching and research that contribute to the life of the school, college, university, profession and community. All faculty are expected to maintain productive collegial relationships with other faculty members.

To fulfill school expectations, at a minimum, all faculty are expected to:

a. Actively participate in all school meetings, e.g. monthly faculty meetings and area meetings
b. Serve on school committees as appointed
c. Fulfill duties assigned by the director, or assigned via the area coordinator
d. Attend school events and activities, e.g. exhibition openings and gallery events, visiting artists/scholars’ presentations, awards day, exit review
e. Attend one graduation ceremony per year.

Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and tenure. At the Professor rank, faculty are expected to contribute substantial service to the school and to engage in service to the college and/or university.

Substantiation of the value and merit of service activities may be documented by:
1. Detailed information regarding specific assigned tasks or committee work including:
   a. Description of activities (including time involved)
   b. Evidence of outcomes or accomplishments
2. Report of school director or committee chair
3. Service awards or accolades
4. Other

Additional activities evaluated in the category of service may include, but are not limited to:

1. School
   a. Mentorship of other faculty
   b. Direction or coordination of programs and events
   c. Participation in self-studies
   d. Coordination of conferences or seminars
   e. Program grant activities
   f. Curriculum or program development
   g. Organization of events or competitions (state, regional or national)
   h. Advising and career counseling
   i. Conducting workshops or seminars
   j. Sponsorship of student organizations
   k. Substantial student recruitment activities
   l. Supervision of student workers
   m. Supervision and development of support resources beyond assigned teaching requirements
   n. Participation in student and faculty events off-campus
   o. Design, illustration, authorship or coordination of the production of school publicity materials
   p. Other
2. College
   a. Participation in self-studies (programmatic or required)
   b. College project grant preparation and/or procurement
   c. Regional or national student recruiting activities
   d. Service on college committees
   e. Design, illustration, authoring or production coordination of college publications
   f. Other

3. University
   a. Conducting self-studies (programmatic or required)
   b. Grant preparation, procurement and execution
   c. Sponsorship of extra-school student organizations
   d. Substantial student recruiting activities
   e. Service on university committees
   f. Design, illustration, authoring or coordination of the production of university publications
   g. Other

4. Professional
   a. Development of innovative teaching aids
   b. Professional project grant preparation and/or procurement
   c. Editorial review or editorial board service
   d. Writing professional manuals
   e. Coordinating major state, regional, national or international conferences
   f. Conducting study tours in professional area
   g. Innovative professional curriculum or program development
   h. Service in professional organizations
   i. Other

5. Community
   a. Working with public/civic/social/service organizations or institutions
   b. Working on, or contributing to, civic art events
   c. Working on joint city-university endeavors
   d. Public service
   e. Serving on editorial or review boards, or as editor of a civic publication
   f. Service in civic or local professional organizations
   g. Conducting community conferences
   h. Conducting study tours in professional capacity
   i. Developing innovative community curricula or programs
   j. Sponsoring local or civic contests or exhibitions
   k. Other

ADDENDUM
SCHOOL OF ART AND DESIGN ADJUNCT FACULTY EVALUATION POLICY

The primary charge of all adjunct faculty is teaching excellence, so teaching is weighted most heavily in the evaluation of their performance. The criteria for, and documentation of, teaching listed on page 3 apply to Senior Lecturers, Lecturers and part-time faculty. Active participation in professional activity is expected of all adjunct faculty in order for instructors to remain current in their teaching field.

Evaluation of Lecturers and Part-Time Faculty
Lecturers and part-time faculty may be appointed on a semester or annual basis contingent upon satisfactory performance evaluation during the term period. Performance evaluation for lecturers and other part-time faculty is evaluated 100% on teaching and proficiency in the field in which they teach.

Evaluation of Senior Lecturers and other 100% FTE Lecturers
Senior Lecturers may be appointed for renewable terms of up to three years, with annual reappointment contingent upon satisfactory performance evaluations during the term period. Additionally, reappointment is contingent on funding and school need.

In the School of Art and Design, at the discretion of the School Director in consultation with the Personnel Committee, Senior Lecturers are assigned to teach either nine or twelve-hour teaching loads. For Senior Lecturers with a twelve-hour teaching assignment, evaluation is based 100% on teaching and documented professional proficiency in the field in which they teach.

For Lecturers who teach nine-hours, performance evaluation is based on 60% teaching, 20% creative/scholarly activity and 20% service as described below.

Teaching (60%)
The criteria for, and documentation of, teaching are listed on pages 4 and 5.

Scholarly/Creative Activity (20 %)
Senior Lecturers in this category are expected to demonstrate at least regional recognition of their work. Scholarly/creative activities specific to each individual field are listed on the following pages:
- Art Education 6, 7
- Art History 8 - 9
- Communication Design 10 - 11
- Studio Art, Photography 12 - 13

Service (20%)
Lecturers with nine-hour teaching assignments are expected to effectively participate in school matters, with some targeted college or university service possible. The criteria for, and documentation of service accomplishments listed on pages 14 and 15 apply to all full-time Lecturers.
Candidates for reappointment, performance, merit, promotion and tenure are evaluated using the following rating system:

5. Consistently exceeds expectations
4. Usually exceeds expectations
3. Consistently meets expectations
2. Usually meets expectations
1. Does not meet expectations

Minimum Standards

- Performance raise, must consistently meet expectations (3) in all areas
- Merit raise, must exceed expectations (5 or 4) in at least one area
- Promotion to Associate Professor
  Teaching: must exceed expectations (5 or 4) in
  Scholarly/creative work: must meet or exceed expectations (4 or 3)
  Service: must meet or exceed expectations (4 or 3)
- Tenure
  Teaching: must exceed expectations (5 or 4)
  Scholarly/creative work: must meet or exceed expectations (4 or 3)
  Service: must meet or exceed expectations (4 or 3)
- Promotion to Professor
  Teaching: must consistently exceed expectations (5)
  Scholarly/creative work: must exceed expectations (5 or 4)
  (4 is acceptable if rated 5 in service)
  Service: must exceed expectations (5 or 4)
  (4 is acceptable if rated 5 in scholarly/creative work)

TEACHING

Our assessments of the level of achievement in teaching are based on the following standards:

5. Consistently exceeds expectations
   A record of teaching that indicates:
   Effective, productive interaction with students
   Exceptional communication skills in the subject area
   Exceptional research and creative activities that enhance the teaching process
   Efforts to improve teaching competencies
   Fairness and thoroughness of grading procedures
   Effective work on course and/or curriculum development
   Student academic or career counseling
4. Usually exceeds expectations
   A record of teaching that indicates:
   Effective, productive interaction with students
   Effective communication skills in the subject area
   Research and creative activities that enhance the teaching process
   Efforts to improve teaching competencies
   Fairness and thoroughness of grading procedures
   Effective work on course and/or curriculum development
   Student academic or career counseling

3. Consistently meets expectations
   A record of teaching that indicates:
   Effective, productive interaction with students
   Effective communication skills in the subject area
   Efforts to improve teaching competencies
   Fairness and thoroughness of grading procedures
   Some contribution on course and/or curriculum development
   Student academic or career counseling

2. Usually meets expectations
   A record of teaching that indicates:
   Minimal teaching competency
   Uneven interaction with students
   Inconsistent communication skills in the subject area

1. Does not meet expectations
   A record of teaching that indicates a lack of effective teaching practices or inappropriate interaction with students

---

SCHOLARLY/CREATIVE ACTIVITY

Our assessments of the level of achievement are based on the following standards:

5. Consistently exceeds expectations
   A record of scholarly/creative work that indicates significant contributions, accomplishments, and advances within the candidate's field of expertise through original research

4. Usually exceeds expectations
   A record of scholarly/creative work that indicates contributions and accomplishments within the candidate's field of expertise through original research

3. Consistently meets expectations
   A record of scholarly/creative work that indicates continuing research within the candidate's field of expertise that exhibits individual advancement

2. Usually meets expectations
   A record of scholarly/creative work that indicates individual advancement and continued involvement, but is inconsistent in quality and/or sustained effort
1. Does not meet expectations
   A record of creative/scholarly work that indicates a lack of involvement and achievement
SERVICE

Our assessments of the level of achievement in service are based on the following standards:

5. Consistently exceeds expectations
   A record of service that indicates sustained effective service in school, college, university, professional, and/or extra-university areas, with exceptional service in at least one of these areas

4. Usually exceeds expectations
   A record of service that indicates sustained effective service in school, college, university, and/or professional and extra-university areas

3. Consistently meets expectations
   A record of service that indicates effective service in school endeavors and in at least one additional area—college, university, professional, or extra-university service

2. Usually meets expectations
   A record of collegial participation in school matters and minimal service to the school

1. Does not meet expectations
   A record of inadequate service to the school or failure to maintain collegial working relationships with other faculty
Examples of Major Professional Publications in Art Education

Journal of Aesthetic Education
Arts and Activities
School Arts
Studies in Art Education
TAEA Star
The International Journal of Art and Design Education
Arts and Learning Research Journal
Journal of Aesthetics and Art Criticism
Journal of Multicultural and Cross-Cultural Research in Art Education

Art History Journals

Art Bulletin
Art History (UK)
Art Journal

Many other scholarly journals exist that are more focused in their readership and aims. Because of the likelihood that excellent scholarship within art history will interest broader audiences, the appropriateness of publications that are not solely (or not historically) focused on art history will be evaluated on a case-by-case basis. Faculty are urged to seek mentoring regarding the appropriateness of publications outside of art history. Such evaluations will consider the reputation of the journal and its relation to the candidate’s research agenda.

Definition of Major Scholarly/Creative Works in Communication Design

Major Works should be defined by their depth, reach, complexity and impact. A major work in communication design should satisfy at least one of the following criteria:

Works in Print
1. Consists of multiple, coordinated elements, or is a single work with a page count of at least 32 pages
2. Commissioned and produced for a client of international or national scope
3. Distributed to an audience of international or national scope
4. Requires a production level in keeping with industry standards
5. A book or publication published for commercial consumption within the professional discipline of communication design
6. An authored textbook published for post-secondary audiences within discipline, and that adheres to Texas State policy for adoption of faculty-authored textbook criteria

Works not in Print
1. Presentation papers/lectures delivered a) to professional organizations that are international or national in scope, and b) to a correspondingly broad representation of such an organization’s members
2. Multimedia design published for commercial/general public consumption within the professional discipline of communication design
3. Commissioned and produced for a client of international or national scope
4. Exhibition or installation design for commercial/ general public (off campus) consumption within the professional discipline of communication design
5. Design work acquired (acquisition initiated by institution) for the permanent collection of an internationally or nationally prominent cultural or art museum/institution
Studio Art and Photography Exhibition Definitions

Solo Exhibitions:
- Curated - A curated solo exhibition is acquired through the submission (either by request or unsolicited), of images of work, an artist's statement and other supporting materials to a particular venue, such as a gallery or museum, a university exhibition space, or a non-profit art space. Work is reviewed and selected by an individual curator or an exhibitions committee.
- Invited – An exhibition acquired by personal invitation from a regionally, nationally or internationally recognized gallery or museum. The artist selects the works to be exhibited.

Group Exhibitions:
- Curated – An exhibition for which a curator establishes a critical theme and seeks artists' works for inclusion in the exhibition. Invitations to submit work for review may be extended through advertisements or personal contact. Artists typically submit images of work, an artist's statement and a resume to the curator for review. The curator selects the works to be exhibited.
- Invitational - An exhibition acquired by personal invitation where the artist exhibits work simultaneously with other artists. Venues extending invitations to exhibit vary by size and reputation and may include museums, commercial galleries, university galleries and non-profit art spaces. The artist selects his/her works to be exhibited.
- Juried - An exhibition selected from entries of a works addressing a particular theme or medium, and payment of a submission fee. The exhibition venue may hire an outside art professional to jury the work. Jurors vary by experience and reputation, and an artist's work achieves greater recognition if the juror is well known or from a recognized institution or gallery. Awards received and/or inclusion in an exhibition catalogue also increases recognition.
- Open - An exhibition for which there are no requirements other than one's membership in a group (ex. a faculty exhibition or a members’ show). There is no review process; artists self-select work to be shown.
ADDENDUM
SCHOOL OF ART AND DESIGN ADJUNCT FACULTY EVALUATION POLICY

The primary charge of all adjunct faculty is teaching excellence, so teaching is weighted most heavily in the evaluation of their performance. The criteria for, and documentation of, teaching listed on page 4 apply to Senior Lecturers, Lecturers and part-time faculty. Active participation in professional activity is expected of all adjunct faculty in order for instructors to remain current in their teaching field.

Evaluation of Lecturers and Part-Time Faculty
Lecturers and part-time faculty may be appointed on a semester or annual basis contingent upon satisfactory performance evaluation during the term period. Performance evaluation for Lecturers and other part-time faculty is evaluated 100% on teaching and proficiency in the field in which they teach.

Evaluation of Senior Lecturers and other 100% FTE Lecturers
Senior Lecturers may be appointed for renewable terms of up to three years, with annual reappointment contingent upon satisfactory performance evaluations during the term period. Additionally, reappointment is contingent on funding and school need.

In the School of Art and Design, at the discretion of the School Director in consultation with the Personnel Committee, Senior Lecturers are assigned to teach either nine or twelve-hour teaching loads. For Senior Lecturers with a twelve-hour teaching assignment, evaluation is based 100% on teaching and documented professional proficiency in the field in which they teach.

For Lecturers who teach nine-hours, performance evaluation is based on 60% teaching, 20% creative/scholarly activity and 20% service as described below.

Teaching (60%)
The criteria for, and documentation of, teaching are listed on pages 4 and 5.

Scholarly/Creative Activity (20%)
Senior Lecturers in this category are expected to demonstrate at least regional recognition of their work. Scholarly/creative activities specific to each individual field are listed on the following pages:
- Art Education 6, 7
- Art History 8 - 9
- Communication Design 10 - 11
- Studio Art, Photography 12 - 13

Service (20%)
Lecturers with nine-hour teaching assignments are expected to effectively participate in school matters, with some targeted college or university service possible. The criteria for, and documentation of service accomplishments listed on pages 14 and 15 apply to all full-time Lecturers.
Name of faculty member being evaluated ____________________________________________

I. INSTRUCTIONAL ACTIVITIES (100%)

Consistently Exceeds Expectations ______
Usually Exceeds Expectations ______
Consistently Meets Expectations ______
Usually Meets Expectations ______
Does Not Meet Expectations ______

Comments:

II. PROFESSIONAL PROFICIENCY Yes _____ No _____

Comments:

III. RECOMMEND FOR REAPPOINTMENT Yes _____ No _____ Abstain _____

Comments:

IV. RECOMMEND FOR ADDITIONAL CLASSES

Yes _____ No _____ Abstain _____

Comments:

V. RECOMMEND FOR 75% OR 100% LECTURESHP

Yes _____ No _____ Abstain _____

Comments:

VI. AWARD RECOMMENDATIONS

For superlative accomplishment, this candidate should be nominated for a Presidential Award in the following area(s):

Scholarly/Creative Activity __________ Teaching __________ Service __________

Comments:
Name of faculty member being evaluated ________________________________

I. INSTRUCTIONAL ACTIVITIES (100%)
   Consistently Exceeds Expectations ______
   Usually Exceeds Expectations ______
   Consistently Meets Expectations ______
   Usually Meets Expectations ______
   Does Not Meet Expectations ______

   Comments:

II. PROFESSIONAL PROFICIENCY   Yes _____ No _____
   Comments:

III. REAPPOINTMENT RECOMMENDATION   Yes _____ No _____ Abstain _____
   Comments:

IV. MERIT RECOMMENDATION
   High Merit ______  Merit ______  No Merit ______  Abstain ______
   Comments:

V. RECOMMEND FOR 100% LECTURESHP OR SENIOR LECTURESHP
   Yes _____ No _____ Abstain _____
   Comments:

VI. AWARD RECOMMENDATIONS

   For superlative accomplishment, this candidate should be nominated for a Presidential Award in the following area(s):

   Scholarly/Creative Activity _________  Teaching _________  Service _________

   Comments:
**Faculty Evaluation Form**

**100% FTE Lecturers and Visiting Professors**

Name of faculty member being evaluated ________________________________

I. **INSTRUCTIONAL ACTIVITIES** (60%)

<table>
<thead>
<tr>
<th>Consistently Exceeds Expectations</th>
<th>Usually Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usually Exceeds Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistently Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
</tr>
</tbody>
</table>

Comments:

II. **CREATIVE/SCHOLARLY ACTIVITIES** (20%)

<table>
<thead>
<tr>
<th>Consistently Exceeds Expectations</th>
<th>Usually Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usually Exceeds Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistently Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
</tr>
</tbody>
</table>

Comments:

III. **SERVICE ACTIVITIES** (20%)

<table>
<thead>
<tr>
<th>Consistently Exceeds Expectations</th>
<th>Usually Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usually Exceeds Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistently Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
</tr>
</tbody>
</table>

Comments:

IV. **REAPPOINTMENT RECOMMENDATION**

<table>
<thead>
<tr>
<th>Yes_____</th>
<th>No_____</th>
<th>Abstain_____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

V. **MERIT RECOMMENDATION**

<table>
<thead>
<tr>
<th>High Merit_____</th>
<th>Merit_____</th>
<th>No Merit_____</th>
<th>Abstain_____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

VI. **RECOMMEND FOR SENIOR LECTURESHIP**

<table>
<thead>
<tr>
<th>Yes_____</th>
<th>No_____</th>
<th>Abstain_____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

VII. **AWARD RECOMMENDATIONS**

For superlative accomplishment, this candidate should be nominated for a Presidential Award in the following area(s):

<table>
<thead>
<tr>
<th>Scholarly/Creative Activity</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Name of faculty member being evaluated ________________________________

I. INSTRUCTIONAL ACTIVITIES (60%)
   Consistently Exceeds Expectations ______  Usually Meets Expectations ______
   Usually Exceeds Expectations ______  Does Not Meet Expectations ______
   Consistently Meets Expectations ______
   Comments: ________________________________

II. CREATIVE/SCHOLARLY ACTIVITIES (20%)
   Consistently Exceeds Expectations ______  Usually Meets Expectations ______
   Usually Exceeds Expectations ______  Does Not Meet Expectations ______
   Consistently Meets Expectations ______
   Comments: ________________________________

III. SERVICE ACTIVITIES (20%)
   Consistently Exceeds Expectations ______  Usually Meets Expectations ______
   Usually Exceeds Expectations ______  Does Not Meet Expectations ______
   Consistently Meets Expectations ______
   Comments: ________________________________

IV. REAPPOINTMENT RECOMMENDATION
   Yes _____  No _____  Abstain _____
   SENIOR LECTURESHIP RENEWAL
   Yes _____  No _____  Abstain _____
   Comments: ________________________________

V. MERIT RECOMMENDATION
   High Merit ______  Merit ______  No Merit ______  Abstain ______
   Comments: ________________________________

VI. AWARD RECOMMENDATION(S)
   For superlative accomplishment, this candidate should be nominated for a Presidential Award in the following area(s):
   Scholarly/Creative Activity ___________  Teaching ___________  Service ___________
   Comments: ________________________________