

## School of Art & Design - Faculty Evaluation Guidelines

For Annual/Biennial reviews, the following guidelines are to be used to evaluate the faculty member's work over the previous year or two years, respectively.

For Comprehensive reviews, the guidelines are to be used to evaluate the faculty member's work over the period subject to review.

### INSTRUCTION

<b>V: EXCELLENT</b> <b>4.6-5.0</b>	<b>IV: EXCEEDS EXPECTATIONS</b> <b>3.6-4.5</b>	<b>III: MEETS EXPECTATIONS</b> <b>2.6-3.5</b>	<b>II. NEEDS IMPROVEMENT</b> <b>1.6-2.5</b>	<b>I. UNSATISFACTORY</b> <b>1.0-1.5</b>
<p><b>Content Knowledge</b> -Superior depth and breadth of course content is clear in both lesson planning and delivery in all assigned courses. Materials presented are current and relevant.</p> <p><b>Teaching Effectiveness</b> -Demonstrates expertise in course design and delivery (as seen in syllabi, assignments, peer review, and/or student evaluations). -Demonstrates expertise and breadth in the use of instructional methods to communicate and deliver content such as lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations). -Demonstrates a superior understanding of the needs of students to achieve learning outcomes per course (as seen in syllabi, peer review, and/or student evaluations).</p> <p><b>Curricular Performance</b> -Demonstrates superior understanding of the needs of regular program/area course review through development of new courses and regular self-evaluation of current courses.</p> <p><b>Student Preparation</b> -Demonstrates superior skill in creating and fostering a classroom environment conducive to learning, fairness, openness, and future success. -Demonstrates a superior ability and willingness to assist and mentor students academically and professionally.</p>	<p><b>Content Knowledge</b> -Depth and breadth of course content is clear in both lesson planning and delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b> -Demonstrates proficiency in course design (as seen in syllabi, assignments, peer review, and/or student evaluations). -Uses instructional methods that consistently exceed discipline standards to communicate and deliver content and include some of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations). -Demonstrates an understanding of the needs of students to achieve learning outcomes per course (as seen in syllabi, peer review, and/or student evaluations).</p> <p><b>Curricular Performance</b> -Demonstrates understanding of the needs of regular program/area course review through development of new courses and regular self-evaluation of current courses.</p> <p><b>Student Preparation</b> -Demonstrates above average skill in creating and fostering a classroom environment conducive to learning, fairness, openness and future success. -Demonstrates an above average ability and willingness to assist and mentor students academically and professionally.</p>	<p><b>Content Knowledge</b> -Depth and breadth of course content is present, satisfactory, and delivered clearly in either lesson planning or delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b> -Demonstrates adequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations). -Uses instructional methods that adequately communicate and deliver content using some of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student and/or peer evaluations). -Demonstrates an understanding of, but not complete implementation of the needs of students to achieve learning outcomes per course, including timeliness in grading, adequate feedback, etc. (as seen in syllabi, peer review, and/or student evaluations).</p> <p><b>Curricular Performance</b> -Revises courses when encouraged by outside factors rather than self-evaluation and student recommendation.</p> <p><b>Student Preparation</b> -Demonstrates average skill in creating and fostering a classroom environment conducive to learning, fairness, openness and future success. -Demonstrates a minimal ability and willingness to assist and mentor students academically and professionally.</p>	<p><b>Content Knowledge</b> -Depth and breadth of course content is somewhat limited and is not delivered clearly in lesson planning or delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b> -Demonstrates limited adequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations). -Uses instructional methods that somewhat adequately communicate and deliver content using few of the following methods: lectures, demonstrations, guest speakers, handouts, texts, journal articles, videos, etc. (evidenced in syllabi and student/peer evaluations). -Demonstrates a lack of understanding of, and incomplete implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, inadequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations).</p> <p><b>Curricular Performance</b> -Minimal course revisions are evident only when guided to do so by outside forces (curriculum and/or area committee, Director, Dean).</p> <p><b>Student Preparation</b> -Demonstrates below average or minimal performance in creating and fostering a classroom environment conducive to learning, fairness, openness and future success. -Demonstrates a below average ability and willingness to assist and mentor students academically and professionally.</p>	<p><b>Content Knowledge</b> -Depth and breadth of course content is limited and is not delivered in either lesson planning or delivery in all assigned courses.</p> <p><b>Teaching Effectiveness</b> -Demonstrates inadequacy in course design (as seen in syllabi, assignments, peer review, and/or student evaluations). -Uses limited instructional methods that communicate materials in a limited or inadequate manner (evidenced in syllabi and student and/or peer evaluations). -Demonstrates a lack of understanding of, and lack of implementation of the needs of students to achieve learning outcomes per course, including lack of timeliness in grading, inadequate feedback, unclear feedback, etc. (as seen in syllabi, peer review, and/or student evaluations).</p> <p><b>Curricular Performance</b> -Refusal to revise courses as needed by the program.</p> <p><b>Student Preparation</b> -Does not create or foster a classroom environment conducive to learning, fairness, openness and future success. -Demonstrates no ability and/or willingness to assist and mentor students academically and professionally.</p>

## School of Art & Design - Faculty Evaluation Guidelines

### PROFESSIONAL ACTIVITY

<b>V: EXCELLENT</b> <b>4.6-5.0</b>	<b>IV: EXCEEDS EXPECTATIONS</b> <b>3.6-4.5</b>	<b>III: MEETS EXPECTATIONS</b> <b>2.6-3.5</b>	<b>II. NEEDS IMPROVEMENT</b> <b>1.6-2.5</b>	<b>I. UNSATISFACTORY</b> <b>1.0-1.5</b>
<p>-Actively engages in discipline-related scholarly activity that has significant, recognized impact in the professional community.</p> <p>-Demonstrates a superior level of productivity consistent with the individual's current rank and standards of the discipline.</p> <p>-Demonstrates superior level of professional success and recognition of the individual and institution including documented evidence of high-profile scholarly activity, including, but not limited to:  Exhibitions  Publication in books, book chapters, journals, exhibition catalogs  Media presence/exposure  Acquisition in public collections  Grants, fellowships, residencies  Visiting artist/workshop presentations  Conference presentations  Curatorial, editorial and jurying work</p>	<p>-Engages in discipline-related scholarly activity that has recognized impact on the professional community.</p> <p>-Demonstrates a high level of productivity consistent with the individual's current rank and standards of the discipline.</p> <p>-Demonstrates a high level of professional success and recognition of the individual and institution including documented evidence of high-profile scholarly activity, including, but not limited to:  Exhibitions  Publication in books, book chapters, journals, exhibition catalogs  Media presence/exposure  Acquisition in public collections  Grants, fellowships, residencies  Visiting artist/workshop presentations  Conference presentations  Curatorial, editorial and jurying work</p>	<p>-Engages in discipline-related scholarly activity that has impact on the professional community.</p> <p>-Demonstrates an acceptable level of productivity that includes evidence of scholarly activity consistent with the individual's current rank and standards of the discipline.</p> <p>-Demonstrates an acceptable level of professional success and recognition of the individual and institution including documented evidence of high-profile scholarly activity, including, but not limited to:  Exhibitions  Publication in books, book chapters, journals, exhibition catalogs  Media presence/exposure  Acquisition in public collections  Grants, fellowships, residencies  Visiting artist/workshop presentations  Conference presentations  Curatorial, editorial and jurying work</p>	<p>-Minimally engages in scholarly activity.</p> <p>-Demonstrates a marginal level of productivity consistent with the individual's current rank and standards of the discipline.</p> <p>-Demonstrates a marginal level of professional success and recognition of the individual and institution including documented evidence of high-profile scholarly activity, including, but not limited to:  Exhibitions  Publication in books, book chapters, journals, exhibition catalogs  Media presence/exposure  Acquisition in public collections  Grants, fellowships, residencies  Visiting artist/workshop presentations  Conference presentations  Curatorial, editorial and jurying work</p>	<p>-Does not engage in scholarly activity.</p> <p>-Demonstrates an unacceptable level of productivity that includes little or no evidence of scholarly activity consistent with the individual's current rank and standards of the discipline.</p> <p>-Demonstrates an unacceptable level of professional success and recognition of the individual and institution including documented evidence of high-profile scholarly activity, including, but not limited to:  Exhibitions  Publication in books, book chapters, journals, exhibition catalogs  Media presence/exposure  Acquisition in public collections  Grants, fellowships, residencies  Visiting artist/workshop presentations  Conference presentations  Curatorial, editorial and jurying work</p>

## School of Art & Design - Faculty Evaluation Guidelines

### SERVICE

<b>V: EXCELLENT</b> <b>4.6-5.0</b>	<b>IV: EXCEEDS EXPECTATIONS</b> <b>3.6-4.5</b>	<b>III: MEETS EXPECTATIONS</b> <b>2.6-3.5</b>	<b>II. NEEDS IMPROVEMENT</b> <b>1.6-2.5</b>	<b>I. UNSATISFACTORY</b> <b>1.0-1.5</b>
<p>-Demonstrates strong leadership and engagement in area, school, college, and university service that leads to measurable improvements/enhancements.</p> <p>-Demonstrates significant leadership activity in service to the profession including, but not limited to: active engagement with professional organizations; holding office in professional organizations; service activities utilizing discipline-specific knowledge or experience.</p> <p>-Actively participates in community activities with skills, knowledge, or experience that enhances the event and the unit's profile.</p> <p>-Takes a leadership role in, and has a significant impact on, student recruitment and retention. Participated in four or more recruitment and retention activities.</p>	<p>-Demonstrates leadership and engagement in area, school, college, and university service that leads to measurable improvements/enhancements.</p> <p>-Demonstrates leadership activity in service to the profession including, but not limited to: active engagement with professional organizations; service on state, local or community boards.</p> <p>-Participates in community activities with skills, knowledge, or experience that enhances the event and the unit's profile.</p> <p>-Actively engages in, and has a positive impact on, student recruitment and retention. Participated in four or more recruitment and retention activities.</p>	<p>-Participates in area, school, college, and university service to enhance the quality of the school.</p> <p>-Participates in service to the profession including, but not limited to: participation in professional organizations; participation in community service activities utilizing discipline-specific knowledge or experience.</p> <p>-Participates in community activities with discipline-specific skills, knowledge, or experience</p> <p>-Engages in, and has an impact on, student recruitment and retention. Participated in at least four recruitment and retention activities.</p>	<p>-Minimal participation in area, school, college, and university service.</p> <p>-Minimal participation in service to the profession including, but not limited to: participation in professional organizations; participation in community service activities utilizing discipline-specific knowledge or experience.</p> <p>-Minimal participation in community activities.</p> <p>-Demonstrates limited success in student recruitment and retention. Participated in three or less recruitment and retention activities.</p>	<p>-Little to no participation in area, school, college, and university service.</p> <p>-Little to no participation in service to the profession.</p> <p>-Little to no participation in community activities.</p> <p>-Demonstrates no effort or success in student recruitment and retention. Participated in one or less recruitment and retention activities.</p>

## **School of Art and Design - Faculty Evaluation Guidelines: Professional Activity - Evaluation of Creative and Scholarly Achievement**

*The School of Art & Design seeks to encourage and recognize among its faculty both traditional and interdisciplinary artistic creative activities, scholarship and instructional accomplishment, including the scholarship of teaching, within the University guidelines for promotion, tenure and reappointment as described in the University BOT document.*

### **Creative activity and research:**

Faculty members are to be actively engaged in the ongoing creation and exhibition of artwork and scholarly activities. Due to the incredible range of what qualifies as "art" and the diversity of avenues for presentation and classification, there is a large assortment of what should count towards credible creative activity and research.

It sometimes happens that a faculty member is making work that is designed to stretch the boundaries of conventional notions of art, creative activity, and scholarship. In such cases it is important to carefully read the faculty member's statement on research to gain a greater context for understanding the work.

It is imperative that faculty who submit their reports provide clear and cogent narratives in support of their professional work, and any supportive data that will assist in determining the competitive nature of a scholarly or creative activity.

The list provided below is meant as a general guide to the evaluation of creative and scholarly achievement as applied to all faculty in the School of Art & Design. It outlines and ranks the activities traditionally associated with excellence in the visual arts.

When evaluating a faculty member consider how the reach and scope of their research and creative work enhances the reputation of the individual and the institution. A case for excellence should weigh both the number and the quality of the activities.

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### **HIGHEST**

One-person or two person shows in widely recognized metropolitan exhibition sites:

- Museums

- Commercial galleries, nationally and internationally recognized

- Alternative space galleries, nationally and internationally recognized

Nationally and internationally recognized invitational exhibitions

Critical Reviews in national or international professional media

Catalog devoted to artist's work

International, national or other prestigious public commissions

Acquisition of work by widely recognized museum collections

Graphic/interactive design projects and commissions, proposed or produced, nationally recognized

National architectural and urban design projects, built or speculative commissions, installations

Work in international discipline-related publications (juried competitions and books or articles about or referencing the faculty member)

Profit / non-profit nationally and internationally recognized commissions

Procurement of nationally recognized Grants, Fellowships, or Residencies

Scholarly presentations in national or international peer reviewed academic venues

Publishing a book (single or co-author, edited or co-edited)

Publications of quality chapters in book (juried or invited)

Editing and/or reviewing for juried journals

Scholarship resulting in longitudinal consultancies or partnerships at the national, regional or local level

Receiving an award from a state or national organization

## **HIGH**

Group exhibitions in widely recognized metropolitan exhibition sites:

- Museums
- Commercial galleries
- Alternative space galleries

One-person or two-person shows at regionally recognized exhibition sites:

- Museums
- Galleries
- Alternative space galleries
- University or college galleries
- Community fine arts centers

Awards in juried exhibitions

Reviews in national or international professional media (in group context)

Work included in exhibition catalog

Regional public commissions

Recognized private collections

Appearance as Visiting artist, juror, lecturer, or guest critic at major academic institutions

Graphic/interactive design projects and commissions, proposed or produced, regionally recognized

Regional architectural and urban design projects, built or speculative commissions, installations

Work in discipline-related publications (juried competitions and books or articles about or referencing the faculty member)

Organizing of conferences and symposia and participation in design charrettes

Profit / non-profit nationally and internationally recognized commissions

Scholarly presentations in a state or regional reviewed academic venue

Publication of a book review in juried venues

Single event consultantships or workshops on a national level

Peer review for juried national conferences

Receiving an award from a regional organization

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## **AVERAGE**

Group exhibitions in regionally recognized exhibition sites

One-person or two-person shows at local exhibition sites

One-person or two-person shows at cooperative galleries in major metropolitan art center

Reviews in local papers

Local public commissions

Local collections

Jurying local exhibitions or amateur art exhibitions

Profit / non-profit regional commissions

Group and online invitational competitions or exhibitions

Commissions

Collaborative efforts

Consultations

Delivery of professional services

Scholarly presentation(s) in a local academic venue

Single event consultantships or workshops on a state, or local level

Receiving an award from a local professional organization

## **School of Art and Design - Faculty Evaluation Guidelines: Pre-tenure and Post-tenure Criteria and Expectations for Instruction, Professional Activity, and Service**

### **Instruction**

Teaching excellence is a value embraced and practiced by SoAD faculty, as expressed in UNC's vision statement and the university's well-established history of preparing educators. NASAD standards further articulate that all faculty must be able to guide student learning and to communicate personal knowledge and experience effectively. For consideration of promotion and tenure, SoAD defines effective instruction as 1) a current knowledge base for each course taught; 2) clarity of instructor expectations; 3) a methodology and pedagogy that conveys the knowledge base defined by the course objectives and course requirements as listed in each course syllabus; and 4) a fair and clearly communicated assessment capable of measuring and demonstrating each student's achievement in the course. Effective instruction is measured by peer observation, student evaluation, and the annual / biennial / comprehensive review process.

### **Professional Activity**

SoAD recognizes that Professional Activity may include any of a wide variety of activities, depending upon the field of specialization, the interests of the faculty members, and activities expected in the area of the faculty member's appointment. Professional activity is viewed in part by scope and the impact of activity at each rank. SoAD supports a pyramid-model of work and professional development over time; that is, an Assistant Professor develops a foundational body of work that is local and regional, but achieving or showing the potential for a national and/or international presence. Professional activity aims for depth, breadth, and/or specialization. Faculty are generally expected to build a presence and profile that is national and/or international as one moves toward the Associate and Professor rank.

### **Service**

Faculty are expected to contribute substantively in service efforts at the academic unit, college, and/or university level, as well as at the professional and/or community level, commensurate with their assigned workload and academic rank. Recruiting and advising are categorized as service. Service is defined and coordinated in conjunction with the Director based on the unique subjective and objective qualitative and quantitative nature of each faculty discipline and area. A faculty member may request a memo from the Director that articulates specific recruiting expectations. As faculty moves through academic rank, leadership in service will bear more weight than participation. Additionally, the quantity of service activity should not be considered a substitute for the quality of the contribution.

### **Specific Requirements for Promotion and Tenure**

#### Assistant Professor / Pre-tenure

- Faculty member develops strong teaching skills.
- Faculty member develops a foundational body of work, one that is local and regional, but achieving or showing the potential of a national and/or international presence.
- Faculty member demonstrates some service at the College, University, and community levels.
- Graduate Faculty status [See Graduate Faculty Guidelines on the UNC Graduate Council website].

#### Promotion to Associate Professor / Tenure / Post-tenure

- Faculty creates and fosters classroom environments conducive to learning, fairness, openness, and future success.
- Through professional activity, faculty is specializing and continuing to establish a national and/or international presence and profile.
- Faculty demonstrates service at the college, university, and community levels.

#### Promotion to Professor / Post-tenure

- Demonstrates a superior ability and willingness to assist and mentor students academically and professionally.
- Demonstrates a robust and specialized body of work - one that is national and international.
- Expectation of leadership in service at the college, university, and community level.