

Approved by Department of Art & Design, July 3, 2024

The structured evaluation and feedback process in the College of Fine Arts and Communication at Lamar University aims to enhance the educational experience for students. Through detailed assessments, syllabi reviews, and peer evaluations, the program fosters effective teaching practices and continuous improvement. This focus on continuous improvement directly benefits students, providing them with high-quality education and fostering an engaging, supportive learning environment. As faculty members develop through this process, they are better equipped to inspire and educate, contributing to the success of both them and their students.

4. Other [Note: The result of course evaluation by students is only one factor considered in the evaluation of teaching. While not a comprehensive list, other appropriate contributions upon which the annual evaluation may be based include: documented course

TEACHING

Promotion from Associate Professor to Professor

Year 1: Chair observation(s)

- “Teaching Proficiency & Effectiveness – Tenure & Promotion Observation Form” used by all Chairs in COFAC (not CTLE or external reviewer)
- The Chair is required to attend class from the start time to the end time.
- The average score of the Chair observation(s) at the end of 5 years should be at least 4.0 to meet minimum requirements for tenure and promotion with evidence of improvement over time.
- Must be completed in the fall or spring semester and no later than April 30th
- If Chair is Associate Professor, a Professor in the department (or in the college, if no Professor is available in the department) will complete the observation(s) in lieu of the Chair.

Year 2: No observation

Year 3: Chair observation(s) (same as year 1)

Year 4: Center for Teaching and Learning (CTLE) observation and syllabus review

- CTLE observation, syllabus review, and review of a single course chosen by the Associate Professor on Blackboard (or current Learning Management System) not reviewed previously unless all courses have been reviewed.
 - Schedule with CTLE within 1st three weeks of the semester
 - Must complete the observation and syllabus review by November 30th
- External Reviewer for Year 5 deadline: October 1st in Fall of Year 4. Associate Professor must notify their Chair and Dean via email that they will be submitting their Dossier for promotion to Professor in the following/next fall semester. **RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES** *for more information*)

Note: Years 1 – 4 will be repeated until it is decided to apply for Professor at which time Year 5 (External Review) will be completed.

Annual review areas of assessment in the Teaching section of the annual review (F2.08)

1. Faculty member's knowledge of his /her teaching field and ability to articulate this knowledge.
2. Significant contributions to the development of courses, curricula and other teaching activities.
3. Student Evaluations, Peer Evaluations or other external review of teaching.
4. Other [Note: The result of course evaluation by students is only one factor considered in the evaluation of teaching. While not a comprehensive list, other appropriate contributions upon which the annual evaluation may be based include: documented course improvement her h# lopment of A culaon by student

Teaching Proficiency and Effectiveness - Tenure and Promotion Observation Form

Teaching Average Score: _____

Learning Average Score: _____

T&L Average Score: _____

1 = Very Poor; Needs serious substantial improvement

2 = Poor; Needs substantial improvement

3 = Moderate; Needs a fair amount of improvement

4 = Good; Needs Some improvement

5 = Excellent; Needs little improvement

TEACHING: Faculty member's knowledge of his/her teaching field and ability to articulate this knowledge.

Develops an Engaging Learning Space	1	2	3	4	5	N/A	Comments
<i>Begins with appropriate introduction</i>							
<i>Connects content to prior/future learning (Not using transitions between subtopics to help students see the connection between them)</i>							
Presents content in appropriate sequence							
Provides explanation for application of content							

Communicates Effectively	1	2	3	4	5	N/A	Comments
<i>Avoids reading directly from notes, PowerPoint, etc.</i>							
<i>Avoids too much information on slides</i>							
<i>Pace of presentations/speaking (avoids talking too fast)</i>							
<i>eye contact</i>							
Explains content/tasks clearly							
Stresses important points							
Answers questions well							
Produces clear materials (handout, PowerPoint, writing on board, etc.)							

Creates a Supportive Environment	1	2	3	4	5	N/A	Comments
<i>Returns tests/assignments at middle (or later) of time in class</i>							
<i>Appropriate use of time (begins/ends on time)</i>							
<i>Acknowledges student comments/questions</i>							
<i>Avoids sarcasm and negative (off topic) criticism</i>							
<i>Establishes a climate of courtesy</i>							
<i>Encourages reluctant students</i>							
<i>Establishes and maintains positive rapport</i>							

Department of Art & Design

Performance Standards for Tenure Review, Promotion Review,

3/2024

Written evaluations by tenured external peer reviewers of observed teaching or results of teaching effectiveness are encouraged

Performance Benchmarks for Research and Creative Activity

A

listed activity featured in the Performance Standards. In the category of Research and Creative Activity, three significant activities accomplished per year represent Adequate Performance (3). These may be any combination of listed activity including adjudicated, invitational, or faculty-initiated accomplishments. Four to six adjudicated, invitational, or faculty-initiated activities with at least one at the regional or national level accomplished annually represent High Performance (4). Five or greater adjudicated, invitational, or faculty-initiated activities with at least two at the national or international level represent Exemplary Performance (5). Significant student engagement with research such as serving on four or more Senior Thesis committees annually or one or more OUR/McNair student mentorship annually, is equivalent to one adjudicated, invitational, or faculty-initiated activity. In addition to these quantitative benchmarks, qualitative assessment may weight reported accomplishments above the cited benchmarks.

March 28th, 2024

RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES (40% standard; 20-40% range)

Tenure-track faculty seeking tenure and the rank of **Associate Professor** are expected to demonstrate recognized scholarly production, research, and professional achievement.

Tenured faculty seeking the rank of **Professor** are expected to demonstrate sustained scholarly production, research, and professional achievement.

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Expectations

Faculty members may direct their scholarship/creative work to applied and engaged scholarship as well as basic research or creative activity. As in the case of basic research or creative activity, applied or engaged scholarship is to be evaluated according to its quality, significance, and impact on the discipline and the community. In assessing the impact of applied or engaged scholarship, evaluations by community partners as well as academic and professional experts shall be considered probative. Participation in institutionally initiated outreach activities, applied research, and private consulting may be a significant component of

must include significance and scope of the activity; role of the faculty member in the activity; and documentation of specific contributions and accomplishments. Faculty participation on Senior Thesis committees is expected of all department tenured and tenure track faculty and is listed in this section as noted below. Sustained membership in and engagement with direction of student theses is expected.

For the purposes of determining the extent and quality of participation in Research,

lectures, workshops, curation of exhibitions, publications and panel discussions may be weighted higher than adjudicated events according to the nature of activity.

For those not specifically cited below, the faculty member is expected to provide a clear, brief discussion of the significance of these activities within their research and creative activities practice in this document.

Refereed items will be indicated with an asterisk, and invited items will be denoted with a pound sign (#) for presentations, publications, and exhibitions.

Listed items should follow a standard curriculum vitae listing format and include exhibition title, exhibition location, exhibition dates, exhibition juror/curator submission and acceptance data when published; and awards given.

Performance Indicators

GUIDELINES BY DISCIPLINARY AREA

The Department of Art & Design recognizes that practicing artists, designers, art educators and art historians working in digital media need to spend time researching new technology. While it is desirable that over longer periods faculty produce and disseminate work, it is expected that there will be some years in which faculty research is primarily in the form of developing new skills. For evaluation purposes, various forms of dissemination beyond

Art Education
Research and

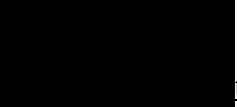
Graphic Design

In the field of Graphic Design, the equivalent to juried fine art exhibitions are juried competitions that result in publications and sometimes exhibitions. These competitions are sponsored by reputable design organizations or publications and are often published as Annuals. A very select group of design organizations offer actual exhibitions that supplement the publication. When awards are offered, they indicate additional recognition of the significance of the award-winning design(s). Multiple publication, exhibition, or award recognition for a single body of work or single work demonstrates added significance of the work. Peer adjudicated acceptance, publication and exhibition via electronic media is recognized and weighted based on the reputation of the publication venue and its influence on the field.

The design of new typographic alphabets (i.e., typefaces) is a significant area of creative activity. The faculty member working in this area may exhibit new typeface designs in juried competitions and be featured in recognized design publications and annuals. In addition, a typeface design may be selected for representation by one or more recognized type companies, and this should be considered a significant publishing venue.

Often designers also have opportunities to publish on the topics of design, pedagogy, technology, and other topics related to graphic design and the teaching of design. Critical essays, book, or exhibition reviews, writing of textbooks, magazine/journal articles, chapters in design texts or collections of essays, are all recognized forms of publishing in the design area. In addition, delivering papers or serving as a panelist at recognized design or academic conferences is considered the equivalent of publication.

When a design faculty has his/her own design practice, the nature of his/her clients provides some indication of the quality of the work done and should be considered analogous to having work accepted in a juried exhibition. More w] TJ ET Q 1 364.65 627.2 Tm 0 g 0 3 [(a)inW* n BT /F1



Participation in College and University affairs

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as Departmental Service, COFAC Service, University Service.

Effective contributions on departmental, college and university councils and committees

