

Promotion and Tenure

A Guide to Professional Development Graphic Design Program

The purpose of this document is to define the principles and procedures surrounding the evaluation of candidates for promotion and/or tenure in the Graphic Design Program. It is divided into three sections: (1) the process, (2) the dossier – an explanation of how accomplishment is demonstrated in each of the three areas defined by the University policy as the focus of review, and (3) the weighing or balance of accomplishment across the three areas of review.

The College of Arts and Architecture has established a set of general guidelines that are developed from and consistent with the University guidelines as set forth in AC-23. The Graphic Design Program guidelines, in turn, are developed from and consistent with those of the College of Arts and Architecture and, by extension, those of the University. The Program guidelines attempt to further define, interpret, and specify the practices, procedures, and implications of promotion and tenure as they have been developed in both the University and College documents.

The goal of the Program guidelines is to help the candidate work easily within the rules of promotion and tenure established by the University and College. Given the broad range of interests and modes of expression encompassed in the discipline of graphic design, no single model of achievement would be appropriate to all faculty. Therefore, accomplishment is defined in terms of its effects rather than its forms. The value of accomplishment is, in turn, defined in terms of recognition. There are three ideas that underpin the idea of a fair review. First, that expectations are tied to the Head's outline of duties, initially defined at the point of entry into the promotion and tenure process and subsequently reviewed at the end of each academic year. Second, that the value of accomplishment is not decided by promotion and tenure committees, but, rather, established through evidence presented in the dossier. Third, that the role of a promotion and tenure committee is to review the candidate's accomplishments and relate those achievements to both the expectations set forth by the Head's outline and the broader context of College and University expectations for faculty development and performance. This document is an elaboration of those three principles.

The Process

The process of promotion and tenure review, in the early stages, should provide advice and direction to the candidate for his/her successful development. In the final stages, it should constitute an adequate and fair evaluation of the candidate's achievements and performance during the period of review. The usual period of initial review covers six-years with reviews in the 2nd, 4th, and 6th years leading to the award or declination of tenure. After that, review by committee occurs when candidates are nominated for promotion or request a peer committee in those years when a post-tenure review is mandated. If a review by peer committee is requested for post-tenure review, an Ad Hoc Committee separate from the Program Promotion and Tenure Committee shall be elected by the faculty-at-large to serve in that capacity.

Promotion and tenure are separate, but related concerns of review committees. Tenure relates to the potential for future achievement and recognition based on performance and accomplishment exhibited during the review period. Promotion is based on current achievement and recognition of that achievement in regards its significance and importance.

Annual year-end reviews of each faculty member in the Graphic Design Program by the Head's should reflect the on-going process of development towards tenure and/or promotion. Although the Head's is responsible for the preparation and presentation of the candidate's dossier to appropriate review committees, it is the responsibility of the candidate to provide the Head with the necessary information for inclusion in the dossier. Candidates should furnish the Head with all information pertinent to the review process in the same three-part format mandated by AC-23 and do so each year prior to the annual review.

I. The Head

A. The Head, in consultation with the Director of the Stuckeman School, shall provide each faculty member, at the point of his or her initial entrance into the process of promotion and tenure, with a clear charge and careful outline of the specific duties and responsibilities of his/her assignment. At this point, the Head shall also explain the expectation of the Program in regards to the three areas of review; outline the policies, rules, and procedures that govern review; and work with the candidate to develop a long-range plan for the candidate's progress towards tenure and/or promotion.

B. The Head, in consultation with the Director of the Stuckeman School, shall conduct an annual review of each member of the faculty that addresses each candidate's progress towards tenure and/or promotion. These reviews must be conducted in coordination with the College timeline. In order to facilitate this review, each member of the faculty shall submit a faculty activity report to the Head within the established timeline, during the spring semester.

The Head, in consultation with the Director of the Stuckeman School, will provide each member of the faculty a written copy of the review following the completion of spring semester. In addition to the written review, a face-to-face meeting may be scheduled between the Head, the Director of the Stuckeman School and each member of the faculty to discuss the review if requested by any party. At this meeting, the Head and Director shall discuss the candidate's strengths and weaknesses as they see them in regards to the process of tenure and/or promotion. Further, the candidate's long-range plan for progress towards tenure and/or promotion shall be re-evaluated and revised to account for any variance or change that may have bearing on the three areas of review. A written copy of the results of this meeting including any change or adjustment in the candidate's long-range plans for progress towards tenure and/or promotion shall be provided to the candidate within one week of the meeting with the Head and Director. Each faculty member may submit a written response to the annual review within one month of the meeting with the Head and Director.

C. For all reviews, the Head will request student evaluations of teaching from current and former students of the candidate. Randomly selected students should currently hold, or have graduated with GPAs of 3.0 or better.

D. If applicable, for all reviews, the Head will request student evaluations of advising from current and former advisees of the candidate.

E. In cases of 6th year review and/or promotion, the Head will solicit suggestions for external evaluations from the candidate no later than the last day of classes in the spring semester preceding the year of review. The Head will consider the names and add his / her proposed evaluators and forward that list to the Dean of the College of Arts and Architecture no later than 1 June.

II. The Program Promotion and Tenure Committee

A. The Promotion and Tenure Committee of the Graphic Design Program shall consist of no fewer than three nor more than five tenured members of the faculty of the Program. To avoid tie votes, the Committee shall have an odd number of members. Each year, the continuing tenured and tenure-track faculty of the program shall meet and elect three to five members of the Committee. In situations where expertise in the candidate's specific research are lacking, additional qualified faculty will be appointed by the Head in consultation with the Director of the Stuckeman School.

B. Conditions Concerning Service

1. Graphic Design Program faculty must be tenured to be elected to the Committee and only faculty of higher rank than the candidate may make recommendations about the promotion.

2. Faculty under review for tenure and/or promotion may not serve on the Committee.

3. Members of the Program Promotion and Tenure Committee may not serve on the College or University Promotion and Tenure Committees during the term of their service.

4. Members of the Program Promotion and Tenure Committee may not serve on committees at other locations that review Graphic Design faculty for the purpose of tenure and/or promotion.

5. Membership on the Program Promotion and Tenure committee shall be for one academic year.

C. The Election Process

The Head shall make a call for nominations to the Promotion and Tenure Committee no later than the fifth week of classes in the fall semester. Elections will be held by secret ballot within one week of the close of nominations and will be conducted by the Head. The Head shall notify all faculty of the Graphic Design Program of the membership of the committee within one week of the election. This notification shall indicate elected and appointed members of the Committee.

D. The Committee Process

1. The first meeting of the Committee shall be convened by the Head and shall take place no later than two weeks following the notification of faculty appointments to the Promotion and Tenure Committee. At this meeting, the Head will formally charge the Committee, provide the Committee with the list of faculty to be reviewed, and provide a preliminary timetable for the review process.

2. The first order of business for the Committee shall be the election of a Chairperson. The duties of the Chairperson shall be:

To convene and preside over meetings

To maintain records

To transmit in writing, the Committee decisions

3. The Committee, at the direction of its Chairperson, shall then meet regularly to conduct the business of review consistent with the guidelines of the Graphic Design Program, the College of Arts and Architecture, and those set forth in AC-23.

4. The committee will provide only one evaluative statement letter. It should contain the committee's overall vote for each promotion and/or tenure action. The aim should be to arrive at a unanimous decision for the overall recommendation as well as for the evaluative descriptor for each section of the dossier. In the event that this is not possible, the Committee should record the vote count and then justify the rationale for the majority and the minority opinions for each descriptor and, if necessary, for the overall recommendation. There are four choices for descriptors: Excellent, Very Good, Satisfactory and Unsatisfactory.

5. The Committee shall complete its reviews and forward its recommendations to the Dean in accordance with the timetable established by the College and the University for that year of review.

III. The Candidate

A. Each faculty member undergoing review shall assist in supplying all relevant information for the preparation of his or her dossier.

B. Candidates undergoing 2nd and 4th year reviews shall supply all relevant data to the Head no later than 1 November of the year of review. The Head and the Candidate shall work together to insure that the dossier is complete and in proper order to deliver to the Program Promotion and Tenure Committee no later than 1 December.

C. Candidates undergoing 6th year or promotion reviews shall supply the Head with a list of at least four and no more than eight suggested external evaluators within two weeks of his/her request for such a list, which shall be made no later than the last day of classes of the spring semester preceding the review. The Candidate shall supply all relevant data for inclusion in the dossier to the Head no later than 15 July of the year of review. The Head and the Candidate shall work together to insure that the dossier is complete and in proper order to deliver to external reviewers and then to the Program Promotion and Tenure Committee no later than 1 October.

IV. The Initiation of Reviews

A. Regular tenure reviews are initiated by memo from the Stuckeman School. Upon receipt of such notification, the Head shall notify the Chairperson of the Program Promotion and Tenure Committee and the candidate, in writing, of the initiation of such reviews.

B. Nominations for promotion are initiated by the Head or by the Program Promotion and Tenure Committee after consultation with the Head. The Head, in consultation with the Director of the Stuckeman School, shall notify the Dean, the Committee, and the Candidate, in writing, of the initiation of a promotion review. In order to insure that all necessary supporting materials including external letters of assessment can be secured in time to meet the deadlines established by the University timetable, nominations for promotion outside of the normal 2nd, 4th, 6th year review must be made, in writing, no later than the end of March to begin the process of review for the following year.

V. Faculty on Joint Appointments.

A. Faculty on joint appointments will be reviewed by the Primary Department in their assignment.

B. The Head of the Secondary Department shall be provided with the faculty member's vita, the full dossier, including copies of the materials sent to external reviewers and the

external letters of review, and shall furnish a letter of evaluation based on the Secondary Department's observations. This letter shall be included in the dossier, placed in front of the Primary Department Head's letter.

C. In cases where the Graphic Design Program is the Primary Department, the Head of the Secondary Department may consult with the Secondary Department's Promotion and Tenure Committee before writing his/her letter. When consulted, that Committee shall be provided copies of the full dossier.

D. In cases where the Graphic Design Program is the Primary Department, the letter from the Secondary Department head will appear in the dossier in front of the letter from the Head of the Graphic Design Program and will be made available to the Graphic Design Program's Promotion and Tenure Committee before it begins its review.

The Primary Areas of Review

The three primary divisions of the promotion and tenure dossier – The Scholarship of Teaching and Learning, The Scholarship of Research and Creative Accomplishments, and Service and the Scholarship of Service to the University, Society, and the Profession – describe the three primary areas of accomplishment by which judgments are made by review committees and administrators at the Program, College, and University levels. They represent the three fundamental interests of the academic communities in general: pedagogy and the necessity of free inquiry, the development of professional competence, and the participation of all in a self-governing community of scholars.

Faculty will be invited by the Head to contribute written comments and evaluation to the Committee where faculty have direct and personal knowledge of a candidate's performance in The Scholarship of Teaching and Learning.

I. The Scholarship of Teaching and Learning

Teaching in the Graphic Design Program is a primary and fundamental activity required to insure that the high standards of the department are maintained. In graphic design, teaching cannot be reduced to the mere communication of facts or ideas, but must be an active investigation of a multi-faceted design process. Further, the Graphic Design Program sees the discipline as an interconnected and interrelated means of human expression that can best be understood in a broad context consistent with the nature of visual communications. Faculty members are required to possess both a depth and breadth of knowledge in their discipline, and are expected to maintain an active interest in the advances (theoretical, technological and pedagogical) of design, and convey this knowledge to their students.

Effectiveness in teaching should be demonstrated by a variety of indicators. In the Graphic Design Program, it is our desire to have as many different methods of assessment as possible, as broad and detailed a sample as possible in each, and as broad a history as can be developed. To that end, Student Rating of Teaching Effectiveness (SRTE) evaluations

shall be made for all courses in all sections taught by all Graphic Design faculty. Peer review of courses by Graphic Design faculty shall be conducted by appropriate faculty in both semesters of the regular academic year. In addition, the public dissemination of student coursework in venues such as competitions, publications, etc. shall be recognized as evidence of teaching effectiveness.

In years of official tenure and/or promotion review, the Graphic Design Program Promotion and Tenure Committee and the Head will conduct as diverse and complete a review of teaching as possible. The Head will summarize student comments obtained through SRTE and may conduct formal interviews with students. Student evaluations of teaching solicited from current students and alumni who have had classes with the candidate in the past will be provided to the committee and summarized in the dossier. Both the Head and the Committee will review course materials; examine evidence of performance in student advising, and conduct classroom visitations where appropriate. Duplication of effort in the matter of review is encouraged for it will serve only to clarify, reinforce, and strengthen the findings of the various review bodies.

II. The Scholarship of Research and Creative Accomplishments

Research and/or creative accomplishments contribute to the University's status as a place of free and disinterested inquiry. In the Graphic Design Program, all aspects and types of research in design are valued and there is no predisposition towards valuing one form of investigation or research activity over another. Research areas in the Graphic Design program include, but are not necessarily limited to, scholarly inquiry and publication, creative exploration in design, and research activities that culminate in presentations through means such as publication, lecturing, or exhibition. Professional practice in the Graphic Design Program is considered creative studio research. When professional assignments are executed for the non-profit sector without remuneration and/or the candidate does not designate them as research, they shall be listed under Service. Generally, it is important in matters of review that creative activities lead to demonstrable values of design in the works that are produced. Evidence of such values is crucial in establishing credibility and merit in the review of creative accomplishment evidenced in the candidate's dossier. For example, selection of work to international or national exposure demonstrates significant achievement, while work that receives regional exposure only, in comparison, demonstrates less-significant achievement.

It is important to note that in this category of review, the quality of research or creative accomplishment is established by evidence of achievement contained within the dossier itself. The dossier records the acceptance and regard for the candidate's research and/or creative accomplishments and, therefore, demonstrates the worth and merit of those accomplishments. It is the external acceptance and regard for a candidate's research and/or creative accomplishments by appropriate bodies of scholars, critics, and other experts that best determines the value and estimation of achievement. The relative influence of these evaluative instruments is significant.

The Graphic Design Program supports tenure track faculty in research and creative activities during the tenure process. Each member of the faculty on the tenure track who successfully completes their second year review for tenure may take a reduction in his / her teaching load of two courses for one semester or a one course reduction over two semesters or an equivalent aid to research or creative activity determined in consultation with the Head. The purpose of his teaching reduction is to provide the faculty member with an opportunity for concentrated focus on his / her research, scholarship and publication in preparation, ultimately, for the 6th year review.

This reduction will take place during the third, fourth, or fifth year. The actual timing of the reduction must be made in agreement with the Head and will take into consideration both the scholarly plans of the faculty member and the teaching needs of the department. During the semester(s) of the two-course reduction, the faculty member will be expected to continue her/his advising duties, supervision of graduate theses, and normal service activities. In practice, the Head and the faculty member will together develop, after the second-year review, a plan to facilitate the faculty member's focused research and creative activities during the third, fourth, and fifth years. The plan should take into consideration both the faculty member's research and creative agenda and the needs of the department, but should be arranged to assure that the faculty member can benefit in preparation for a tenure decision. The plan will be noted and filed and be made available to promotion and tenure committees on the unit and college level.

III. Service and the Scholarship of Service to the University, Society, and the Profession

Committee work, administrative assistance, participation in civic affairs, and service to the University faculty senate are examples of service that indicate the involvement of the candidate in the collective life of the University and community. This is not a category to be ignored because of significantly greater achievements in other areas; neither can it compensate for a lack of achievement in the other areas of review. Service is an important aspect of scholarly life in the Graphic Design Program and it is to be evaluated relative to the levels of assigned duties in teaching and the conduct of research and/or creative activity.

The Balance of Accomplishments

This section does not attempt to create a "scale" or "system" that can be employed mathematically to determine or reward the varying activities that faculty in the Graphic Design Program engage in by assignment and personal volition. However, there are certain conditions that can be viewed as "normal" or "typical" for faculty in this department. Graphic Design is a teaching-intensive department that values excellence in teaching as a primary and necessary characteristic of faculty. However, it is important to note that excellence in teaching does not eliminate nor exclude research and/or creative accomplishment from the responsibilities of Graphic Design faculty. The Graphic Design Program holds that research and creative accomplishments support quality in teaching, the personal and professional development of faculty, the advancement of design through

creative contributions, and the expansion of the body of knowledge that defines graphic design in our culture.

Consequently, research and/or creative accomplishments are seen as a necessary complement to the high quality in teaching and an important component in the overall development of faculty. With regard to Service and the Scholarship of Service to the University, Society, and Profession, it is an expectation that faculty in the Graphic Design Program will devote time and effort to service. Service is an important and necessary aspect of academic life that must be addressed and supported.

The Graphic Design Program holds that all faculty should remain active in each of the three areas of review throughout their academic careers. However, the balance of accomplishments may – and should – vary as faculty progress through those careers in order to take advantage of shifting strengths, opportunities, and interests both as they relate to the individual and the department.

However, during the period of initial review, it is important for all candidates to establish credible evidence of accomplishment across the three areas of review with clear strength in the areas of teaching and research and/or creative accomplishments.

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