

Department of Design (Graphic/Information)

Renewal, Promotion and Tenure Guidelines

Revised October 4, 2018

The Department of Design (Graphic/Information) has prepared these guidelines to assist faculty in following the standard procedures for promotion, renewal, and tenure. These guidelines account for faculty disciplines within the design field. Each new faculty member is assigned at least one senior faculty member as a mentor to help prepare for the annual renewal, promotion and tenure processes. The department requires that candidates for promotion and tenure meet the expectations for each of the responsibilities outlined in Articles 4.11.9.1 – 4.11.9.5 of the CSU AAUP Contract. Applicants for the promotion from the rank of Associate Professor to Professor must also demonstrate recognition of creative work and leadership appropriate to the field.

Per the current Collective Bargaining Agreement contract, members of the instructional faculty are to be evaluated in four sections and weighted accord to the ordered list hierarchy.

1. 4.11.9.1 Load Credit Activity
2. 4.11.9.2 Creative Activity
3. 4.11.9.3 Productive Service to Department and University
4. 4.11.9.4 Professional Activity
5. 4.11.9.5 Years in Rank
6. 4.11.9.6 Disciplinary Action

General Guidelines

- Department Evaluation Committees shall evaluate each candidate in each evaluative category as exceeds expectations, meets expectations, or does not meet expectations, and shall give each candidate an overall evaluation of recommend or do not recommend.
- Candidates for renewal must at least meet expectations in Load Credit Activity and Creative Activity. Candidates for promotion and tenure must at least meet expectations in each evaluative category.
- In preparing their materials for review, candidates for renewal, tenure or promotion should assign each activity to one and only one of the four contractual categories.

Department Mentoring Program

Upon appointment, each tenure-track faculty member who has not yet attained tenure will be assigned a mentor from among the tenured members of the department. Among the mentor's responsibilities are to advise the junior faculty member regarding (a) improvement of his or her activities in the four contractual categories and (b) documentation of these activities in preparation for submitting requests for renewal, promotion, and/or tenure. The assignment of a mentor will be made, and may be changed, if requested by the mentee, mentor, or the DEC, by the department chair in consultation with the DEC and the mentee. The formal designation of a mentor should not preclude the junior faculty member from freely seeking advice and assistance from others, whether members of the department or not.

4.11.9.1 Load Credit Activity

The Department of Design (Graphic/Information) shares the university's commitment to excellence in teaching and takes seriously the primacy of Load Credit Activity as a means of evaluation for tenure and promotion. While our primary concern in this category is teaching, we recognize that faculty members may receive load credit for work outside of the classroom. When this is the case, that work will be assessed as load credit using relevant and appropriate criteria.

Candidates for tenure and promotion are expected to demonstrate their commitment to high quality teaching in three broad areas: preparation, integration, and evaluation. Evidence of preparation includes material which reflects the candidate's thoughtful preparation of courses and course work. Such evidence may include syllabi, handouts, assignments, reading lists, and other materials that demonstrate how the candidate approaches and structures a course and how they encourage and assess student progress and learning.

For promotion to the rank of Professor the department expects evidence of the professional maturation of the candidate as a teacher, scholar and colleague. During the time period since promotion to Associate Professor, the candidate's record of teaching should be sustained and show evidence of continued momentum. Confirmation of significant curricular development within the candidate's field of specialization is desirable.

The department embraces a philosophy of informed pedagogy. We therefore expect that candidates will offer and teach courses that reflect a current understanding of theories, concepts, methods, and approaches to the topic. We also expect that candidates will draw on their own scholarly and creative activity to inform course content. A second area of evaluation is integration, which we understand in two ways: integration of new methods, approaches, and technologies into pedagogy and the integration of courses into the curriculum. The department values innovative approaches to teaching that enhance student learning and opportunities. Examples of this category may include the integration of new technologies into classroom instruction, the adaptation of new methods of teaching to course work (e.g., community outreach), the electronic enhancement of courses, courses that are linked to university-wide initiatives in writing and thinking, courses that offer students an international experience, courses that emphasize diversity, etc. Community Engagement is also especially regarded.

The department also expects candidates to demonstrate a willingness to integrate their courses into a coherent curriculum that serves the interests of our majors as well as the interests of the institution. We also encourage candidates to contribute to inter-disciplinary teaching programs and initiatives including for example, Internships, the Honor's Program, FYE, Art, Marketing, etc. Finally, the department expects candidates to provide clear evidence of teaching effectiveness. Evaluation of effectiveness must include Student Opinion Surveys generated by an instrument approved by the department. Candidates may also include peer evaluations that are based on a qualified colleague's observations of the candidate's teaching. Candidates should also include material that demonstrates rigor in their teaching and evaluation of student work. This may include examples of graded student work, design briefs, summaries of grade distributions, and any other material that demonstrates the application of fair and rigorous standards in evaluating student work. The department will consider other documented evidence of teaching quality on an individual basis.

4.11.9.2 Creative Activity

While the Department of Design (Graphic/Information) expects the faculty to maintain a certain visibility in their field of studies, it also will take into consideration the institution's main emphasis is the transmission of knowledge and the creation of culture. The creation of knowledge and the creation of culture is subordinated to that main goal.

Other aspects that may influence the candidate's creative activity are the ever-changing nature of the graphic design field, the teaching demands of studio lab classes, and the educational needs of CCSU students. Whenever possible, the scholarly activities of faculty should involve students. In particular, the DEC encourages the development of student-directed research and recognizes that in some cases, independent research conducted by a student may indicate creative activity on the part of the faculty member and may be applicable to this category. Faculty members frequently engage with institutions and communities to offer a variety of broad and specialized expertise. Therefore, the DEC will recognize interdisciplinary creative work, research on pedagogic methods, and the application of knowledge in any of the fields related to the broad concept of graphic and information design.

Candidates are strongly encouraged to include a narrative in their file explaining aspects of the genesis and goals of their creative work that may help DEC members working in totally different areas of the university understand and evaluate it. For candidates for promotion to Professor a pattern of ongoing professional growth through scholarship is expected.

Peer-reviewed projects are always to be weighted more, but, given the ever-expanding definition of publication, a variety of print and on-line outlets is also appropriate. Criteria for the quality of the creative work might include the reputation of the journals or editorial houses where the creative work has been published or submitted, the admission rate of conferences and festivals, awards received, and finally the scope of the audiences (for instance, if the work is presented in international publications, conferences, or festivals).

Community Engagement is an important aspect of the graphic+information design field and the department values collaborations between faculty and institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually-beneficial exchange of culture, knowledge, and resources in a context of partnership and reciprocity. None-the-less, community engagement is not required for renewal, promotion, or tenure and these guidelines are not intended to alter the categories of evaluation in Article 4.11.9 of the Collective Bargaining Agreement. Such collaboration at CCSU may involve partnering with community-based institutions such as grass-roots organizations, private businesses, municipal or state agencies/institutions, and faith-based organizations.

Due to the diversity of the fields and the skills of the department members, that visibility in the field of studies could be reached through a variety of channels, such as:

- Peer-Reviewed Publications
- Peer-Reviewed Performances
- Peer-Reviewed Exhibitions
- Exhibitions
- Awards

- Conference Presentations
- Community Engagement, Leadership, and Outreach
- Art Projects
- Graphic Design Commissions
- Internal Grants
- External Grants
- Curatorial Praxis

4.11.9.3 Service to the Department and University

In keeping with the university goal of promoting “engaged citizenship,” candidates for promotion and tenure will be evaluated on the basis of meaningful service to CCSU, their profession, and the community. Appropriate service activities can be made within the department, at the University level, in the candidate’s professional or creative field, and in the local or regional community and beyond.

Candidates for promotion are expected to function as academic citizens, providing high quality, engaged service to the institution. This often takes the form of work on department or University committees, task forces or planning groups. Engaged service to the community may include activities provided by reason of the pedagogical, scholarly or creative expertise of the faculty member. University service includes service as a role model and mentor for colleagues and students. Finally, engaged service may also include participation and leadership in professional associations. The appropriateness of the individual’s service activities depends upon the candidate’s discipline, skills, aptitudes, and interests. As scholars and creative artists, they will retain an active interest in relevant professional organizations, and as good citizens they will seek opportunities to share their talents and expertise in their communities.

For promotion to Associate Professor, candidates must establish a record of effective, high quality, Productive Service. Junior and senior faculty are expected to be visible, participating members of the College, University, and community.

For promotion to Professor, in addition to maintaining a record as a visible, participating and engaged University faculty member, candidates must display leadership and breadth in university service.

Evidence of service should speak to its magnitude, complexity, and duration and may be derived from the testimony of those served; from evaluations provided by others; from reports, articles, instructional materials and other documents produced through service; and from grants and funded projects, honors, and awards received in recognition of service. Some examples of University Service include:

- Direct Service to Department
- Direct Service to University
- Service as a Representative of CCSU

4.11.9.4 Professional Activity

The Department of Design (Graphic/Information) recognizes Professional Activity as ongoing investment, activity, and marked evolution and status in an area of specialization. Such work can include (but is not limited to) attendance at relevant conferences, workshops, lectures, presentations, courses and/or productions for informational and educational purposes.

Additionally, due to experiential learning, Professional Activity is also recognized within collaborative projects, professional endeavors, creative / educational ventures whose byproduct includes an advancement of skills, knowledge and practice toward ones' discipline and/or a related field. Curatorial practice centered on educational and conceptual discursive process- and research-based endeavors within social and political discourses that contribute to socio-political realities.

Further considerations include skills and knowledge related to pedagogical practices, which enhance teaching effectiveness and/or methods of evaluation. This category also can include a wide array of activities, grounded in the knowledge and skills of the profession, in which the faculty engages on the behalf of public and private organizations and agencies.

Membership in relevant societies or professional organizations is also be considered.

- Professional Service
- Conference Participation
- Juror (Arts, Cultural, Educational and Governmental)
- Collections
- Consulting Assignments
- Curatorial Praxis
- Board Membership and Leadership
- Memberships in Professional and Learned Associations
- Awards

4.11.9.5 Years in Rank

4.11.9.6 Disciplinary Action

Note: The 2016-2021 CSU-AAUP Collective Bargaining Agreement establishes a new category to be considered in promotion and tenure evaluations: "Record of any disciplinary action in the member's personnel file at the time of the evaluation." While the applicant for promotion or tenure is not obliged to include information in his/her portfolio that he/she does not wish to include, and a DEC is not obliged to seek out this information if it is not included, the candidate should be aware that the personnel file is available to a variety of individuals involved in the promotion and tenure process (DEC, dean, provost). If the candidate has a record of disciplinary action in his/her personnel file at the time of evaluation, he/she is advised to add to the portfolio a section labeled "Disciplinary Action" that includes the relevant record and the candidate's explanation of it, if any. If the candidate has no such record at the time of evaluation, he/she is advised to include in the portfolio a section labeled "Disciplinary Action" and note that no such record is present in his/her personnel file.