

## **School of Design RTP Criteria – RETENTION, TENURE, AND PROMOTION**

**2019 Revision**

Approved by the Provost on May 20, 2019 and effective Fall 2019

### **Mission Statement**

The School of Design (hereafter, School) serves a diverse population of students in the areas of Product Design and Visual Communication Design at both the undergraduate and graduate levels. Our curricula emphasize design process as a means of problem solving, and our classes help students to build the technical, conceptual, critical, and collaborative skills required in design professions.

### **Faculty Expectations**

The National Association of Schools of Art and Design (NASAD) establishes national standards for schools of art and design and provides helpful guidelines for faculty teaching in art and design programs such as our School's. NASAD recognizes "the Master of Fine Arts as the appropriate terminal degree for studio faculty. At the same time, the Association recognizes that some highly qualified artist/teachers may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, training, and expertise at least equivalent to those required for the Master of Fine Arts degree in the appropriate field." However, a high scholarly and creative output, and the ability to contribute to the discipline in a meaningful way, as outlined in the School's RTP criteria below, are expected of all new faculty regardless of their terminal degree and/or expertise.

NASAD also recognizes that faculty in the fields of Art and Design should balance their efforts between "teaching, creative work, exhibition, research, scholarship, and service" for purposes of retention and promotion, and that "Creative activity and achievement and exhibition must be regarded as being equivalent to scholarly efforts and publication in matters of appointment and advancement when the institution has goals and objectives for the preparation of professional artists and designers." As such, our School of Design criteria include creative activity, creative achievement, and exhibition as part of professional development as described below, with the understanding that individual faculty members may have different proportions of creative work versus traditional scholarship comprising their professional development.

### **Tenure and Promotion Criteria**

The criteria for tenure and promotion are (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. To merit tenure and/or promotion, candidates must demonstrate that they meet expectations in ALL three (3) criteria. Following Academic Senate RTP Policy (hereafter, University RTP policy), "Achievements in the current rank should demonstrate promise of meritorious activities comparable to the achievements and services expected of faculty who serve at the rank to which the individual is to be promoted." Each year, within the first three weeks of the semester in which a file is to be submitted, the School's RTP committee shall meet with eligible faculty to provide assistance with the RTP criteria under which they will be evaluated. Consistent with the University RTP policy, all eligible faculty from the School shall be evaluated according only to the criteria and procedures contained in the University RTP policy, the School's RTP criteria, and the Collective Bargaining Agreement (hereafter, CBA). In addition, the University RTP policy as well as the School's RTP criteria shall be provided by the School Director to eligible faculty no later than 14 days after the first day of instruction of the academic term.

The RTP review process shall take into account and build upon previous reviews at SFSU. Any suggestions for improvement, recommended actions and/or expressions of concern in earlier reviews will be reexamined in

subsequent reviews. The reexamination should indicate whether previous concerns have been successfully resolved, and if not, it should clearly define what further steps might be desirable.

Per University RTP policy: "When revisions made to the departmental criteria are substantial, departments shall include provisions, within the revised departmental criteria, for faculty who are probationary at the time of revision, e.g. choice between existing criteria and new criteria." Thus, when revisions made to the School's RTP criteria are substantial, as is the case with this 2019 RTP revision, probationary faculty shall have the choice to stay with the criteria that were in place at the time of their effective employment date, or switch to the new criteria. If the candidate chooses the new criteria, their choice is not reversible.

## **TEACHING EFFECTIVENESS**

Candidates for tenure and/or promotion must meet the following standards of excellence in teaching, including maintenance of high academic standards and a scholarly level of instruction. Effective teaching is exhibited in the classroom, studio, gallery, or in the community. It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service. Staying up to date in one's field, revising courses, and continuous improvement of the teaching and learning process is expected of all faculty in the School of Design. The following are the criteria and modes of assessment for teaching effectiveness.

### **Criteria:**

- 1) Range and Breadth. Faculty in the School are expected to teach classes at various levels: from lower-division undergraduate and General Education courses to upper-division, and graduate-level courses.
- 2) Scholarly level of instruction. Course materials, syllabi, and documents such as selected bibliographies, course readers, and faculty expectations for student learning should reflect the level of rigor of a course in the curriculum. For example a 500-level course should have more rigorous expectations than a 400-level course. Course materials should demonstrate the use of sound pedagogical approaches, and should reflect currency in the field/profession. Course materials should also demonstrate attention to student learning outcomes as well as assessment of student learning as it relates to the pedagogy of the class.
- 3) Curricular innovations. Such activities may include the development of original academic programs, new courses or course content; new pedagogical approaches to design; applications of technology; the development of new courses that satisfy the General Education arts requirement for all baccalaureate degrees at SF State; etc. Development of new areas of instructional expertise may also be considered in this category. See also: *E. Curricular Innovations*, under Professional Achievement and Growth.
- 4) Student evaluations. Student evaluations are an important component of assessing teaching effectiveness because they provide a large representative sample of student responses. Tenured and tenure-track faculty are required to submit evaluations for all courses except supervisory courses each semester. These evaluations contain both quantitative and qualitative evidence of effective teaching, to which the committee gives equal weight.

The RTP Committee uses this information to identify the candidate's strengths and possible weaknesses, as well as to provide useful feedback either informally or through written performance reviews. Scores between 1.0 and 1.5 on the critical questions of the survey instrument suggest excellent teaching; scores of 1.51–1.75 suggest good

teaching; scores of 1.76–2.0 suggest adequate teaching; scores higher than 2.1 generally indicate need for improvement. Qualitative comments will also be carefully considered in evaluating whether a candidate's overall level of teaching is excellent, good, adequate, or in need of improvement.

- 5) Peer class observations. The RTP Committee and School Director will arrange classroom observations with the faculty member no less than once a year. Classroom observations (including a review of course materials) by fellow faculty members are used to assess the level of the faculty member's expectations, style of classroom, studio presentation, and method of engagement with students. These visits serve as a separate and distinct assessment of a candidate's teaching effectiveness, as well as a check and balance on student evaluations. The RTP Committee will ensure that non-tenured faculty members receive at least two observations each year, one from the chair and one from an RTP Committee member or designee. The RTP Committee will also ensure that Associate Professors receive at least one observation per year by a higher rank committee member or designee. A written report must be submitted to the candidate within (10) ten days of the classroom observation. The faculty member under review will receive at least (5) five days notice before the observation is to take place.
- 6) Supervision of MA Theses and/or Culminating Experiences (CE). All tenured and tenure track faculty are expected to supervise MA projects and theses as a chair or committee member. Names and abstracts of MA student projects supervised by the candidate should be included in the eWPAF. Written material serving as guidance and distributed to students to support culminating experience (CE) work is evidence of teaching effectiveness, as is any written material developed by faculty for CE-related advising.
- 7) Advising. The candidate must be effective in advising, which may be documented by descriptions of the nature and extent of advising activities, student letters and interviews, and descriptions of work with graduate students.

### **Retention and Promotion to Associate Professor / Tenure**

Probationary faculty are expected to demonstrate an ability to deliver solid teaching within their discipline as evidenced through teaching scores and peer reviews. Probationary faculty whose teaching needs improvement are encouraged to seek mentorship at the School, College, and/or University level and avail themselves of resources at the Center for Equity and Excellence in Teaching and Learning (CEETL). Probationary faculty are expected to engage in curricular development within their own classes and/or through committees such as the Curriculum Development Committee, and by chairing or being a member and supervisor in MA Culminating Experience committees.

### **Promotion to Full Professor**

For promotion from Associate to Full Professor, candidates are expected to demonstrate continuing efforts to advance their teaching expertise. This may take the form of curricular innovations, curricular development within their area of expertise, and/or pedagogical improvements that can be contextualized within the eWPAF. In addition, they must demonstrate leadership by contributing, for example, in mentoring junior faculty and lecturers through classroom observation and sharing of teaching techniques, leading program development and evaluation, chairing MA students' Culminating Experience Projects, participating in Curriculum Development committees, etc.

### **PROFESSIONAL ACHIEVEMENT AND GROWTH**

Design is a field that encompasses both research and creative/professional practice. We recognize that professional achievement and growth in design may be exhibited in a variety of ways, many of which are described below. We

also recognize that in an interdisciplinary field such as design, each faculty member's professional profile will be unique in its composition of elements, some individuals skewing more toward research, others toward creative work and design practice. We expect and appreciate such diversity from the School of Design faculty.

Candidates are expected to document the merit of their scholarship/creative work through evidence that the work has been presented, exhibited or published in an appropriate professional arena. Peer reviewed work will be given greater weight than non-peer-reviewed work. Candidates are expected to clearly identify the type(s) of review employed for each work, with examples offered below for each category. Candidates shall also make clear the scope and nature of their contribution(s) to any joint authored/designed works.

Examples of evidence of Professional Achievement and Growth may include:

**A. Research and Publications:** Evidence of scholarly activity can include: single and co-authored books, peer reviewed journal articles, essays, catalogues, conference presentations, and articles in published conference proceedings, and should be included in the eWPAF. Electronic format publications should be considered equivalent to printed material, provided they adhere to similar review standards. New forms of professional activity and publication are expected to be properly contextualized to establish relevance and value.

The candidate is expected to include all research and publications in the eWPAF. Candidates are expected to describe each publication outlet and its procedures for review, and should also specify the scope and nature of their contribution to any jointly authored work. Should candidates include unpublished manuscripts or works in progress, they should provide any letters of evaluation or review that suggest their potential for presentation or publication in the future.

**B. Professional Activity:** Professional activity may include:

- Presentations at scholarly and/or industry conferences in the field, peer reviewed.
- Organization or chairing of panels at design-related conferences.
- Serving as the editor or on the editorial board of academic journals or other professional publications.
- Conducting clinics or workshops at conferences/with academic partners.
- Attainment of new professional licenses or certifications relevant to/recognized in the field.

**C. Creative Work:** Creative works are defined as manifestations of creative efforts including design work, works of artistic expression, exhibitions and contributions to exhibitions, and other creative compositions. Evidence of scholarly activity in creative work should include written and/or visual documentation of such works. Evaluations of the work, including juried selection and/or external reviews, are expected to be included in the eWPAF whenever possible. Some representative examples of Creative Work are described below.

- Candidates may engage in exploratory creative work that may involve new skills in media or technology, new user or viewer models, new paradigms of design, or creative design statements, etc. Exploratory creative work, as part of Creative Work, shall be considered evidence of Professional Achievement and Growth when evaluated by criteria comparable to that expected for other items in Research and Publications; and in Professional Activity.
- Candidates may engage in creative work done as a design consultancy in contract to, or in association with, industry or not-for-profit organizations.
- Documentation of such work should include contextual information regarding the project (unless contractually forbidden), and any reviews of such work in the form of written reviews, evaluations, book citations, public responses, awards, etc.

- If the candidate has written or publicly presented such work, documentation of that should also be included. Works in progress and non-disclosed completed work shall be considered only when evaluated by an external reviewer within the field but outside the University.

**D. Community-Engaged Scholarship (CES):** Community-Engaged Scholarship can be defined as scholarship involving mutually beneficial partnerships with the community, and often overlaps with or integrates the traditional domains of research, teaching, and service. CES is consistent with the University's overall commitment to the broader goals of civic engagement and social justice. Evidence of scholarly activity in CES can take many forms: from short term projects to curricular designs that integrate CES practices such as Community-Based Participatory Research (CBPR) into academic coursework.

CES Scholarship is expected to be documented and may include written or visual contextual information about the nature of the project and its goals, evaluation letters from community partners, evaluations by experts in the field, peer-reviewed or refereed publications, presentations at professional conferences, honors and awards recognizing community engagement, and/or evidence of external funding received.

**E. Curricular Innovations:** Major curricular and/or programmatic innovations in the discipline, across disciplines, or for the benefit of General Education may qualify as professional achievement and growth. Scholarly activities in this area might include the development of new areas of instruction in the School's curriculum; major curricular revision of a program or series of courses; publications and/or presentations about these curricular innovations; widespread dissemination of curricular materials that add substantially to the discipline's resources for instruction in that area of the discipline.

Documentation of such scholarship is expected to include examples of materials developed, external evaluations of the curricular innovation, publications or presentations of the curricular innovation, any assessment work that demonstrates the value of the curriculum for student learning, and/or any packets or websites used for dissemination of the material.

### **Retention and Promotion to Associate Professor / Tenure**

The School expects candidates for retention to exhibit a pattern of professional achievement and scholarly/creative growth during their probationary period. Unless otherwise specified at the time of hiring, this means that probationary (untenured) faculty members are expected to make scholarly contributions to the field and to continue to grow intellectually within their given areas of expertise. Probationary faculty are encouraged to define their areas of professional interest within the eWPAF and to seek opportunities (conferences, creative projects) relevant to those interests.

By the end of the probationary period, candidates should demonstrate a sustained level of excellence over time in professional achievement and growth. Their professional work should show increased depth in the research or creative areas identified in earlier reviews.

### **Promotion to Full Professor**

Candidates for promotion to Full Professor should show sustained achievements within the discipline at increasing levels of sophistication and visibility which expand on the candidate's work, research and expertise. The candidate's work should show recognition beyond the campus at regional, national, and international levels and could include but not be limited to: publications appearing in recognized journals in the field and/or with recognized publishers; contributions to design anthologies; research and/or collaborative work with recognized

partners in design and academia, including international partners; invited lectures or workshops; organization or chairing of design panels; professional works/projects that have been externally reviewed and/or recognized. Within the School, candidates should demonstrate continued leadership in such areas as mentorship of junior faculty, curricular innovations, program development and evaluation. Overall, evidence of an advanced and sustained record of scholarly achievement and professional development will have been demonstrated.

### **External Reviews**

In the semester before a candidate pursues promotion to Associate Professor or Full Professor, the RTP Committee will, in consultation with the candidate, solicit external reviews of the candidate's Professional Achievement and Growth. The candidate will work in consultation with the RTP Committee to identify a list of potential reviewers. If the candidate chooses to request them, these reviews will be included in their eWPAF. Guidelines for the process are as follows:

Candidates may propose up to five outside reviewers. The RTP Committee, in consultation with the candidate, may add up to five additional outside reviewers – the goal should be to have between 3–5 external reviews for the eWPAF. The candidate and the RTP Committee will discuss the complete list of possible reviewers and the two parties shall each have the right to veto up to 3 (three) suggested reviewers from the other party's list, provided that each party's list retains at least one initially proposed reviewer. This process shall take place in the spring semester of the academic year preceding the academic year in which the candidate's eWPAF is due.

- Reviewers shall not have been the candidate's graduate thesis/dissertation chair or committee member.
- Reviewers shall not be colleagues within SFSU.
- Academic reviewers shall be from institutions of higher education which are comparable to SF State and are likewise highly ranked in the quality and level of teaching, research, and service. These reviewers should also hold a higher rank than the candidate being reviewed.
- The School acknowledges the collaborative nature of professional work in design. As such, for the evaluation of professional work, the candidate and RTP Committee may identify a list of professionals with whom the candidate may have collaborated who are able to evaluate the quality, value, and uniqueness of the candidate's professional work and contributions to the field. In cases where a list includes both academic and professional reviewers, the candidate and RTP Committee will work collaboratively to ensure a balance between both groups of reviewers.
- Candidates shall provide to the RTP Committee the following materials to be sent to reviewers by mid-semester in the spring before the fall semester in which the candidate's file is due:
  - Personal statement
  - Current CV
  - Representative samples of creative production, articles or book chapters, and so forth from the candidate's professional work.
- The School's RTP Chair will begin the invitation process, track the process of securing the external reviews, answer questions from the reviewers, receive review letters, and make letters available to the candidate for inclusion in their eWPAF.
  - Reviewers will be asked to include a description of their relationship to the candidate and any potential conflicts of interest they might have, as well as a brief bio.
  - Reviewers will be informed that candidates have access to their letters.

### **CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

The School of Design values the contributions that its faculty make to the school, campus, and community. All tenured/tenure-track members in the School are expected to participate in service activities appropriate to their rank and expertise. Candidates are also expected to demonstrate and provide information about the impact of their service work for all contributions described in this section.

### **Retention and Promotion to Associate Professor / Tenure**

The primary emphasis for tenure track faculty will be placed on the candidate's active participation and involvement in service to the School, but with time, expectations will grow inclusive of service to the college or larger campus community.

A candidate must show a record of consistent committee service and impact to the School and College. Evidence of committee participation can include letters of evaluation from faculty with whom the candidate has served, describing the nature and quality of service and the impact of the candidate's contributions. Active participation in hiring committees, standing committees, and graduate committees; leadership of student organizations; and coordination of teaching facilities (labs, galleries, etc.) are all examples of valuable contributions.

### **Promotion to Full Professor**

It is expected that the candidate's contribution to campus and community include significant service to the School by having assumed leadership roles such as chairing standing committees or hiring committees, contributing to initiatives that positively impact on the student experience beyond a candidate's area of teaching and research expertise, chairing graduate Creative Work committees, and coordinator positions, service on University committees, etc. Candidates should show participation and impact in areas of service beyond the campus and in service to the wider community.

**Service to the University:** The School considers service through University non-teaching activities to be the most important area of performance under the broader heading of service. Service to the University is primarily fulfilled by service on School, College, and University-wide committees. It can also be fulfilled by activities in support of student organizations, planning or sponsoring events with educational value, or through membership on University commissions, planning groups, or governance organizations. Contributions may also include administrative assignments (other than primary assignment), faculty governance, or special advising assignments, program coordination and development, sponsorship of student organizations, and direction of non-instructional activities and projects.

**Service to the Community:** Faculty may use their academic or professional expertise, or University status to serve the community at the city, state, national, and/or international levels by interfacing with professional or public community groups, including governmental agencies, non-governmental organizations, and/or professional associations. Such contributions/service should benefit both the community and the University. Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied.

Professional Societies or Other Professional Activities: Service to the profession may include offices held in professional societies, awards, honors, and other forms of formal recognition by professional societies, conducting clinics, workshops, and/or symposia, serving as a referee or judge for design competitions, and professional consulting. Community involvement that both applies professional expertise and results in professional innovations may qualify as professional achievement and growth. The RTP Committee will critically evaluate consulting to professional groups in this context. Documentation should focus upon letters of reference

documenting professional leadership and impact of the service.

Community Service Learning: Faculty activities related to community service learning, per se, may be linked to or addressed in the categories of teaching effectiveness and/or professional achievement and growth, especially as they relate to curriculum innovation, scholarly publications, and mentorship of students.

Supporting documentation takes the form of evidence of work done and/or letters from those in a position to assess its significance and impact. Evidence supporting contributions may include: group or committee documents, project reports, and/or full descriptions of the nature and extent of work accomplished. Supporting assessment may include letters from collaborators or colleagues and/or students as well as outside letters of evaluation commenting on the quality and relevance of the contribution.

Descriptions of contributions to the community outside the University shall be submitted to the School's RTP committee and documented thoroughly by letters of reference from a professional in the field working directly with the candidate. If the RTP Committee determines that external evaluation of these activities by outside experts is desirable, procedures for securing referees and evaluations are those specified under the *External Reviews* section, above.