

Retention, Tenure and Promotion Document

Department of Design, California State University, Long Beach May 7, 1997

Approved by the Department of Design Faculty, May 7, 1997
Approved by the College of the Arts Advisory Council, May 7, 1997
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I. Introduction

This document specifies the criteria and procedures to be used for retention, granting of tenure, and promotion of faculty. These are presented for the guidance of the Faculty Candidate, the Department Chair, and the Department RTP Committee. Should any part of this document be in conflict with documents and/or policies of the College of the Arts or the University, then the parts in conflict are null and void, and those of higher administrative bodies will prevail.

The teacher-scholar-professional designer model provides the foundation for establishing the policies and procedures. Teaching, practicing and scholarship are complementary activities. Teaching engenders ideas that lead to scholarly and creative activities. Professional practice helps to maintain currency and often can be a testing ground for new ideas. Scholarly, creative, and professional activities bring new ideas and concepts into the classroom. Scholarship stimulates enthusiasm for teaching and currency in the field of discipline. Faculty cannot teach how to create new ideas, but faculty actively engaged in scholarly, creative, and professional activities can identify, inspire, and nurture the creative spark in students.

II. Responsibilities and Procedures

A. *General Responsibilities*

1. At all levels of review, those responsible for evaluating faculty and recommending personnel actions shall provide a thoughtful and constructive assessment in RTP evaluations and recommendations. Each candidate shall be evaluated with clear and specific reference to RTP Policies and Procedures, and provided with acknowledgment of areas of superior performance, areas of deficiencies, and in retention cases, clear expectations for performance necessary for positive future personnel decisions. Recommendations at each level of review, and the decision, shall be supported by and include that level's written evaluation.
2. Personnel evaluations, recommendations, and decisions shall be based solely on information in the candidate's RTP File. Evaluations and recommendations at all levels of review, as well as final decisions, shall be based upon the same information, with no additions (except with the approval of the College RTP committee) nor subtractions between levels of review. If the file is incomplete, and additional information is requested at any level of review, such material shall be provided to all prior levels of review, affording the opportunity for revising, amending or substituting recommendations.
3. At every level of review, evaluation and recommendations shall be forwarded in accordance with established deadlines. Should deadlines pass prior to evaluation

and recommendation at any level, the RTP File shall be transferred to the next level of review.

B. The Department Chair

The Department Chair shall be responsible for informing new faculty members of the standards of performance expected by the Department and of the procedures to be followed in evaluating performance. The Department Chair will distribute copies of the Department, the College, and the University RTP policies to new faculty at the time of hiring. At least once a year the Department Chair shall meet with each probationary faculty member and those faculty being considered for promotion for a discussion on performance. The Department Chair shall follow the general guidelines in the College of the Arts and the University documents.

The Department Chair may elect to participate with the Department RTP committee in which case he/she may not submit an independent evaluation.

C. The Department RTP Committee

The Department of Design RTP Committee will follow the general guidelines in the University and College of the Arts documents. The specific procedures used by the Department RTP Committee are outlined below.

The Department of Design RTP Committee shall consist of three members holding the rank of Professor, elected by secret ballot from among the Department faculty .

The Department of Design RTP Committee shall be elected by eligible faculty no later than the end of the third week during the Fall semester each year. If an elected member resigns or otherwise cannot complete the term of service for which he/she was elected, the Department will elect a replacement from a minimum of two nominees to serve the rest of the unexpired term.

If the Department Chair elects not to submit an independent evaluation, he/she may meet with the Department RTP Committee and will have all privileges of a Committee member except the right to vote.

Faculty ineligible to serve on the Department RTP Committee include those in the following categories: members of the College RTP Committee, faculty on full-time leave in any semester, faculty on Faculty Early Retirement Program or Pre retirement Reduction in Time Base Program.

All three members of the Department RTP Committee must participate in each decision.

All recommendations for retention, tenure, or promotion to a given rank, respectively, shall be considered by the same Department RTP Committee.

Members of the Department RTP Committee shall be from the Department of Design unless the Department has insufficient numbers of faculty to meet the requirements of the above paragraphs. If there are insufficient numbers of eligible faculty then the

Department Chair may ask for nominations from other COTA departments and the department shall elect three members from the slate.

Each year during the candidate's probationary term and during the semester that a candidate is being reviewed for a tenure and/or a promotion decision the Department RTP Committee and the Department Chair will be invited by the candidate for classroom visits for the purpose of peer teaching evaluation. Written comments from the RTP Committee members will be placed in the candidate's file and provided to the candidate. The Department RTP Committee shall also solicit written comments on the candidate's teaching performance from faculty colleagues not serving on the RTP Committee and students. Any such comments received will also be placed in the candidate's file.

D. Candidate

1. RTP File

The candidate shall assemble a RTP File that meets the requirements of the COTA and the University RTP Policies and Procedures within the established deadlines.

2. Candidate Responses and Rebuttals

a. The candidate shall have seven days to include in the RTP File a written response/rebuttal to the evaluations and recommendations by the Department chairperson and/or by the Department RTP Committee prior to forwarding the file to the College of the Arts for review.

b. The candidate shall have seven days to include in the RTP File a written response/rebuttal to the evaluations and recommendations by the Dean and/or by the College of the Arts RTP Committee prior to forwarding the file to the Vice President for Academic Affairs.

3. Candidate Withdrawal

In promotion cases, at any time prior to a final decision, the candidate may withdraw from the RTP process with written notice to all levels of review.

E. The RTP File shall include:

1. Copies of the University, College of the Arts and the Department RTP Policies and Procedures.

2. In tenure cases, evaluations, recommendations, and decisions from each level of review for all previous periodic evaluations and performance reviews. The candidate may include a statement that explains how the candidate has addressed deficiencies or weaknesses noted in previous evaluations and reviews.

3. In promotion cases, evaluations, recommendations, and decisions from each level of review for all previous periodic evaluations and performance reviews since the last promotion. The candidate may include a statement that explains how the candidate has addressed deficiencies or weaknesses noted in previous evaluations and reviews.

4. A Professional Data Sheet (PDS). For retention or tenure decisions, the PDS must clearly delineate materials chronologically since the beginning of the probationary period, including any years of prior service credit. For promotion decisions, the PDS must clearly delineate material chronologically since the last promotion. The PDS must show the years when higher degrees were granted, the year of appointment (starting semester) to a tenure-track position at CSULB, effective date of tenure at CSULB if any, and effective date of promotion at CSULB if any.
5. Copies of all publications listed in the PDS, for the period of review, clearly delineating those that are peer-reviewed and those that are not.
6. Copies of all working papers, manuscripts, videos, catalog of shows, and other unpublished professional design work and/or scholarly papers listed in the PDS for the period of review.
7. Written reports of classroom visitation by peers in the Department.
8. Copies of course syllabi, assignments, sample tests, other student assessment material, and other course material listed in the PDS.
9. Summaries of student evaluations of all courses for the period subject to RTP review. When faculty are experimenting with teaching methods, they may elect to forgo standard student evaluations provided that they document the experiment, and provided that the documentation includes a method of evaluating the outcome of the experiment that is acceptable to the Center for Faculty Development.
10. Distributions of student evaluation scores for the candidate, Department, and College for the period subject to RTP review. These distributions shall be compiled overall, by course level, and chronologically.
11. Grade distributions for the candidate, department, and college for the period subject to RTP review. These distributions shall be compiled overall, and by course level.
12. Copies of any other evidence that the candidate wishes to be considered. (For example, teaching assessment by students on a form designed by the candidate or department. The method of collecting, designing, and approving such student assessments, if any, shall be included in the Department RTP Document and/or candidate's statement.)
13. A standardized Departmental RTP Evaluation and Recommendation Form with the evaluation and recommendation of the Department RTP Committee.
14. An evaluation, recommendation, and reasons for the recommendation by the Department Chairperson, if the Chairperson elects to submit an independent evaluation. This must be independent of the Department RTP Committee's recommendation and must be transmitted as a separate document.
15. Evidence collected and entered into the file during the open period.

16. Previous evaluations, recommendations, and reasons for the recommendations from the higher levels of review.
17. The candidate's written narrative(s), as specified in University Policy on RTP.

III. Criteria and Evaluation

A. Instruction and Instructionally Related Activities.

1. Evaluation:

The assessment of teaching effectiveness will be based on peer evaluation. This will include an assessment of the significance of scores on student evaluations, written reports of observations of the candidate's teaching by members of the RTP Committee, evaluation of the course materials submitted by the candidate, evaluation of the narrative provided by the candidate, written comments submitted by faculty, and an assessment of signed, written comments submitted by students.

The Committee will solicit written comments from students and faculty in the Department, especially from faculty in the same area of design as the candidate.

The candidate's performance on criteria for evaluation of will be ranked unsatisfactory, satisfactory, good, excellent, or superior.

a. Essential Criteria:

For the granting of tenure teaching must be satisfactory and must demonstrate a potential for a rating of good.

For promotion to Associate Professor, teaching must be good and must demonstrate a potential for a rating of excellent.

For promotion to Professor, teaching must be excellent. Teaching as the principal instructor for lecture or studio classes will be the most important activity considered in assessment of teaching.

(1) Pedagogical Approach and Method: The scholarly rigor of the courses should be comparable to the same courses or comparable courses taught by other tenured/tenure-track faculty. Each course should prepare the students for further courses for which the course in question is a prerequisite. The material presented should be appropriately chosen and up-to-date. Course materials should be appropriately chosen, clear, and of value in facilitating learning. Course policies and grading practices should be clearly conveyed to students, and the results of grading practices should be reasonably consistent with department norms for the same or comparable courses.

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

* Clearly states learning objectives

- * Prepares, uses and maintains up to date materials
- * Demonstrates ability to communicate concepts and procedures
- * Clearly states course requirements, assignments, schedule and grading standards
- * Utilizes appropriate grading practices
- * Employs appropriate methods of evaluation
- * Maintains adequate and appropriate records
- * Shows initiative and innovation
- * Obtains high quality of student work
- * Extends student's thinking and learning skills
- * Demonstrates skill in written communication
- * Demonstrates skill in oral presentation
- * Demonstrates abilities of leadership and guidance
- * Evidences emotional maturity
- * Is reliable and responsible
- * Cooperates in the use of equipment and facilities
- * Plans, orders and maintains equipment and supplies
- * Encourages student involvement and commitment
- * Shows skill in the management of courses
- * Utilizes outside professional resources
- * Maintains ethical professional relationships

(2) Student Response to Instruction: Student ratings of instruction, as well as other student input to the RTP Committee, should reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to student needs. The significance of scores on student evaluations will be analyzed by the RTP Committee.

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

- * Achieves positive student ratings of instruction on the standard evaluation form
- * Receives favorable recognition from students for instruction
- * Receives favorable recognition from students for guidance and advising
- * Is sensitive to individual needs
- * Is sensitive to the needs of a culturally diverse community

(3) Ongoing Professional Development as a Teacher: The candidate must show evidence of thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness. This pattern of improvement should be described in a narrative, in accordance with the University Policy.

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

- * Maintains dialogue with colleagues regarding pedagogical issues
- * Consults on course and curriculum development
- * Visits classrooms to observe

- * Participates in faculty development programs
- * Attends teaching methodology seminars and conferences
- * Presents scholarly and/or creative activities at teaching methodology seminars and conferences
- * Improves teaching methodology through reading, research, travel
- * Demonstrates active and vital knowledge of the discipline
- * Experiments with innovative modes of instruction
- * Provides self assessment of teaching effectiveness
- * Is knowledgeable and utilizes technology in instructional applications
- * Participates on department, college and university committees concerned with pedagogical issues

(4) Ongoing Professional Development in the Discipline: The candidate must have kept abreast of developments in the discipline by activities such as those included in the University Policy. Relevant activities should be described in a narrative and documented.

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

- * Keeps abreast of discipline developments
- * Attends discipline specific seminars and conferences
- * Reviews discipline specific books, journals, electronic media
- * Interacts with practitioners in the field
- * Supervises and/or mentors collaborative research projects or creative activities.
- * Receives recognition for student produced projects (local, regional, national)

a. Enhancing Criteria:

Enhancing criteria include development of new curricula, development of innovative course materials or teaching approaches, publications or presentations at professional meetings regarding such innovations, publication of a textbook, conducting assessment of one's instructional effectiveness in order to improve instruction, supervision of student research, support of student organizations, recruitment and retention activities, or other activities which lead to an enhancement of teaching effectiveness.

In addition, a ranking for any criteria which exceeds the level for essential criteria will be considered as enhancing. For example, a superior ranking in any category shall be considered as enhancing for the granting of tenure or promotion.

B. Scholarly and Creative Activities

The Department of Design believes that scholarly and creative activities of faculty are essential parts of the educational program. The expertise in current design practice acquired by active participation in design projects is important for effective teaching. We therefore expect our faculty to be engaged in creative projects, professional practice and research on an ongoing basis, and we require all candidates for tenure or promotion to have a record of professional practice, publication and/or exhibition which provides evidence of the quality and value of their scholarly and creative activity.

1. Evaluation:

Evaluation of the candidate's scholarly and creative work will be based on an examination of copies of all works produced during the period of evaluation. A narrative shall be submitted by the candidate describing the overall goals and progress of the scholarly and creative work, the nature of student involvement, and the candidate's professional development as scholar/designer. Written comments submitted by faculty may be used if signed and included in the RTP File. The narrative should identify the specific extent of the candidate's participation in any joint activities. Criteria for evaluation will be ranked unsatisfactory, satisfactory, good, excellent, or superior.

a. Essential Criteria:

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

- * Receives grants, contracts, scholarships, fellowships
- * Publishes in field of specialization
- * Presents research, products, projects at seminars, workshops, conferences
- * Is engaged in research in field of specialization
- * Is engaged in individual creative activity
- * Is engaged in group collaborative activity or research
- * Receives recognition at local level
- * Receives recognition at state or regional level
- * Receives recognition at national or international level
- * Keeps abreast of discipline developments
- * Attends discipline specific seminars and conferences
- * Reviews discipline specific books, journals, electronic media
- * Interacts with practitioners in the field
- * Supervises and/or mentors collaborative research projects or creative activities.
- * Receives recognition for student produced projects (local, regional, national)

2. Tenure and Associate Professor:

a. Essential Criteria:

There must be clear evidence of a pattern of ongoing research and/or professional creative work, in which the candidate has a major responsibility. There must be clear evidence that the work is recognized as a significant contribution by members of the professional community. The candidate should have made efforts to involve students in the project.

For the granting of tenure scholarly and creative activity must be satisfactory and must demonstrate a potential for a rating of good.

For promotion to Associate Professor, scholarly and creative activity must be good and must demonstrate a potential for a rating of excellent.

b. Enhancing Criteria:

Additional publications and/or exhibitions, publication of a book in the candidate's field of specialty, mentoring a master's student to thesis, supervision of student projects, grant or contract support; presentations at professional meetings, seminars, service as a reviewer for publications or grants, software, or electronically published documents.

In addition, a ranking for any criteria which exceeds the level for essential criteria will be considered as enhancing. For example, a superior ranking in any category shall be considered as enhancing for the granting of tenure or promotion.

3. Professor:

To be considered for promotion from associate professor to professor, the candidate must present evidence of a pattern of outstanding scholarship and creative activity according to the essential criteria stated below.

a. Essential Criteria:

There must be clear evidence of a pattern of substantial ongoing research and/or creative activity in which the candidate has a major responsibility. An assessment will be made on the basis of quality and quantity.

For promotion to Professor, scholarly and creative activity must be excellent.

b. Enhancing Criteria:

Additional publications and/or exhibitions, publication of a book in the candidate's field of specialty, mentoring a master's student to thesis, supervision of student projects, grant or contract support; presentations at professional meetings, seminars, service as a reviewer for publications or grants, software, or electronically published documents.

In addition, a ranking for any criteria which exceeds the level for essential criteria will be considered as enhancing. For example, a superior ranking in any category shall be considered as enhancing for the granting of tenure or promotion.

C. Professional Service

Professional Service may be contributed to the University, the community, and the discipline, but it must involve the academic expertise of the faculty member.

a. Essential Criteria.

All faculty are expected to participate actively in the processes of faculty governance, as well as in professional organizations and/or activities.

For the granting of tenure professional service must be satisfactory.

For promotion to Associate Professor, professional service must be satisfactory.

For promotion to Professor, professional service must be good.

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

- * Assumes departmental administrative responsibilities
- * Serves on department committees
- * Serves on College committees
- * Serves on University committees
- * Accepts responsibility for special activities and services including curating an exhibition and or organizing student displays
- * Provides leadership for committee assignments
- * Assists in department development
- * Maintains membership in professional organizations

b. Enhancing Criteria.

Faculty may enhance their service achievements with active involvement on committees at all levels of the University and University system. The quality of that service is the primary consideration. Authorship of documents, reports and other materials pertinent to the University, College, or Department missions may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.

In addition to campus governance activities, faculty members may participate in community service to professional organizations and in professionally-related activities at local, state, national, and/or international levels through such discipline-oriented activities as committees, workshops, speeches and media interviews. Service to the community may also include consultancies to schools, local governments and community service organizations. Service contributions based on consultancies whether paid or unpaid, shall be evaluated on the basis of the contributions to the mission of the University and particularly to the candidate's department. Meaningful service must be clearly related to the academic expertise of the faculty member .

The following criteria will be used and evaluations ranked on a scale from unsatisfactory to superior.

- * Serves the community in areas of specialization
- * Provides leadership in local and regional organizations
- * Provides leadership in national and international organizations
- * Receives recognition for leadership in professional organizations

IV, RETENTION, TENURE, AND LEVELS OF APPOINTMENT AND PROMOTION

A. Retention is awarded to probationary faculty upon the completion of a performance review. The successful candidate will have performed satisfactorily in each area to be evaluated, although consideration will be given to the limited opportunities new appointees have for professional service. Probationary faculty should show evidence of a strong commitment to teaching and instructionally-related activities and to a program of

scholarly and creative activities. Probationary faculty should present evidence that they have begun work towards fulfilling essential criteria in all three areas of evaluations.

Subsequent retention decisions will be contingent on progress presented and demonstrated in all three areas: instruction and instructionally related activities, scholarly and creative activities and professional service.

B. Tenure is awarded to probationary faculty who have met the essential criteria in instruction and instructionally-related activities, scholarly and creative activities and professional service. In addition, they shall have demonstrated fulfillment of some of the 'enhancing criteria'.

Tenure represents the University's long-term commitment to a faculty member and is only granted when there is strong evidence that the individual has the potential to continue to make increasingly distinguished contributions to the University and its instructional program, as well as to the academic community .

C. Early Tenure and/or Promotion are granted only in exceptional circumstances and for compelling reasons.

1. Early Tenure. To receive a favorable recommendation for early tenure, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a successful record of numerous enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

2. Early Promotion. To receive a favorable recommendation for early promotion, a candidate must achieve a record of accomplishment which meets the essential criteria at a superior level in all three areas of review at an early point in time. In addition, the candidate must present a successful record of numerous enhancing achievements. The length of the candidate's record must be sufficient to provide confidence that the pattern of achievement will continue.

D. Assistant Professor: The appointee ordinarily shall hold the recognized terminal degree in the field of specialization. The appointee should also show potential for effective teaching, scholarly and creative activities, and professional service which is consistent with the mission of the Department, College and University.

E. Associate Professor: In addition to having the qualifications of an Assistant Professor, the candidate ordinarily shall have had successful experience in teaching and scholarly/creative activities. Meeting essential criteria is necessary, though not sufficient, for promotion or appointment to the rank of Associate Professor. In addition to meeting the essential criteria, there should be evidence of progressive professional development in the areas of instruction and instructionally-related activities, scholarly and creative activities, and professional service, and demonstrated fulfillment of some of the "enhancing elements."

F. Professor: In addition to having the qualifications of an Associate Professor, there shall be substantiation of continued outstanding effectiveness and professional growth in

instruction and instructionally-related activities and evidence of outstanding relevant and effective professional service. The candidate must show a clear pattern of leadership.

The candidate shall have established a record of sustained scholarly and/or creative activity, reflecting intellectual and professional growth and demonstrating fulfillment of several of the "enhancing elements".

G. Summary Matrix

Below is a summary matrix of evaluation levels required for tenure and/or promotion:

	Teaching	Creative Scholarly	Professional Service
Tenure	Satisfactory	Satisfactory	Satisfactory
Assoc. Professor	Good	Good	Satisfactory
Professor	Excellent	Excellent	Good

V. Amendments

A. Method of Proposal

Amendments may be proposed by submitting same to the Department with the signature of any three full-time faculty members of the Department .

B. Notification

Written notification to all full-time faculty members of the Department must be made at least 10 days prior to the submitting of the amendment to the faculty for a vote.

C. Voting

A two-thirds majority of those voting by secret ballot is required for amending this document.

C. Dean and Advisory Council Approval

Amendments approved by faculty are submitted for approval to the College of the Arts Dean and Advisory Council.