

**COLLEGE OF DESIGN**  
**IOWA STATE UNIVERSITY**  
**GOVERNANCE DOCUMENT WITH APPENDICES**

Revised according to THE UNIVERSITY 1999 P&T DOCUMENT  
approved by the Faculty Senate in  
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by the  
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# COLLEGE OF DESIGN GOVERNANCE DOCUMENT

## Contents

|      |  |    |
|------|--|----|
| I.   | Preamble   | 3  |
| II.  | Definition of College Governance Procedures and Functions  | 4  |
|      | A. Voting Faculty Members  |    |
|      | B. College Faculty Meetings  |    |
|      | C. Faculty Participation on Councils, Boards and Ad Hoc Committees   | 5  |
| III. | Principles for Faculty Appointments and Position Responsibility Statements   | 12 |
| IV.  | Faculty Evaluation: Annual Reviews, Review for Appointment Renewal, Advancement, and Faculty Promotion and Tenure Review | 14 |
|      | A. Faculty Evaluation  |    |
|      | B. Annual Reviews  |    |
|      | C. Review for Appointment Renewal  | 16 |
|      | 1. Preliminary Review of Probationary Tenure-Track Faculty   |    |
|      | 2. Appointment Renewal of Lecturers  |    |
|      | 3. Appointment Renewal of Senior Lecturers   |    |
|      | 4. Appointment Renewal of Adjunct Faculty  |    |
|      | D. Faculty Advancement, Promotion and/or Tenure Review   | 18 |
|      | 1. ISU's Approach to Design Education  | 19 |
|      | 2. Implications for Advancement, Promotion and Tenure  | 20 |
|      | 3. Standards for Advancement, Promotion and Tenure   | 21 |
|      | a. Teaching and Advising   |    |
|      | b. Research/Creative Activities  |    |
|      | c. Extension/Professional Practice   |    |
|      | d. Institutional Service   |    |
|      | 4. Qualifications for Academic Rank  | 25 |
|      | 5. Procedures for Advancement, Promotion and Tenure  | 26 |
| V.   | Policy for Evaluation of the College of Design Dean.   | 28 |
| VI.  | Policies and Procedures for Amending the Governance Document   | 29 |

## Appendices

|    |   |    |
|----|---|----|
| A. | Mission of the College of Design  | 30 |
| B. | College of Design: General Organization, Administrative Structure, and Administrative Roles | 31 |

## I. PREAMBLE

In the tradition of self-regulation intrinsic to any democratic organization, the College of Design Faculty (hereinafter referred to as the Faculty) has established the following formal and informal procedures for policy-making, monitoring, protection, and collegiality. For the most part, it is written in the present tense to express expected practices in the college. The Faculty supports the following statement from the Basic Document of the Faculty Senate as the premise upon which governance will be conducted within the College.

*...the general faculty affirms the principles of shared governance, recognizing the central role of cooperation in collegial decision-making.*

Larger Faculty interests are set forth in the items chosen as expressed functions in this document, although freedom to express others as the need arises is preserved.

The Faculty is an agency for full participation of its members in the governance of the College of Design. The organization and operations described herein are subordinate to the Statutes and By-laws of Iowa State University of Science and Technology (hereinafter referred to as the University), the Basic Document of the Faculty Senate and the policies of the State Board of Regents as outlined in the *Faculty Handbook*.

The general functions of the Faculty are advisory, legislative, and adjudicative. The advisory function provides a means for expressing the larger interests of the disciplines and professions represented in the college organization to the dean and the university. The legislative function exists as specifically enabled by higher authorities for the purpose of setting academic and educational policy. The adjudicative function is necessitated by the reviews, grievances, and appeals set forth in procedures adopted by the Faculty. Together these functions represent the formal decision arrangements and the informal procedures used to maintain standards.

The substantive scope of the Faculty's concerns include faculty status, content of courses, curricula, requirements for degrees, processes of instruction, establishment of academic standards (assessment of performance), conduct of campus-based research, dissemination of research results, and aspects of student life as they relate to the educational process. This list does not preempt other established procedures nor is it exhaustive. Elsewhere the Faculty may express its will on any other related subject.

## **II. DEFINITION OF COLLEGE GOVERNANCE PROCEDURES AND FUNCTIONS**

This section of the document defines the governance functions and procedures of the College of Design Faculty; including voting membership, College Faculty Meetings, and the councils boards and ad hoc committees of the college.

### **A. Voting Faculty Members**

Voting members are defined as college faculty having tenure, tenure-track, adjunct appointments at any academic rank, lecturers, and senior lecturers.

### **B. College Faculty Meetings**

The Faculty of the college shall meet at least twice each semester. Dates, times, and place of the two required meetings will be published at the beginning of each semester on the COD webpage calendar and by e-mail to all voting Faculty. The number of College Faculty Meetings and their dates will be determined by the College Liaison Council based on the need to conduct Faculty business. Notice of additional Faculty Meetings will be in the same manner as the two required meetings and will be given no later than two weeks before the meeting. An agenda will be published in the same manner one week prior to a meeting. In addition to regularly scheduled College Faculty Meetings, the dean, or the College Liaison Council, may call special meetings of the Faculty as needed to discuss matters of college concern. Robert's Rules of Order will be invoked, if necessary, in conducting College Faculty Meetings.

**Organization of Meetings** The agenda for College Faculty Meetings will be developed by the College Liaison Council. The chairperson of the College Liaison Council will preside over regularly scheduled College Faculty Meetings. Taking attendance and minutes at College Faculty Meetings and their distribution will be the responsibility of the Dean's office, Office Administrative Specialist II.

**Purpose of Meetings** College Faculty Meetings shall serve as a forum for reporting to the Faculty on matters of college-wide importance, receiving input from the Faculty on such matters, discussing issues requiring Faculty votes, and carrying out other business of the Faculty. Items that require faculty review and action include the following: degree programs; curriculum requirements and content; processes of instruction; academic standards and procedures; college mission and long-range planning statements; systematic evaluation of college offices and officers; policies and procedures regarding the status of faculty regarding faculty appointment, reappointment, promotion and tenure.

Items that may require faculty review include those that would have a college-wide impact upon academic programs, faculty, or students; such as the use of physical and budgetary resources, initiatives dealing with alumni development and community outreach, and policies affecting the academic life of students. The College Faculty Meeting shall also serve as a forum for individual faculty to initiate discussion on any subject deemed to be in the interest of the college.

**Definition of a Quorum** Motions requiring a vote of the Faculty will, whenever possible, be published in the agenda for College Faculty Meetings. A quorum made up of a simple majority of voting faculty must be present to conduct a vote on any motion. If there is not a quorum present, a ballot will be sent to voting members of the Faculty. Except for approval of amendments to the COD Governance Document, a simple majority of votes cast will be required for approval of motions voted on by the Faculty.

### **C. Faculty Participation on Councils, Boards and Ad Hoc Committees**

**University Committees** College faculty appointments to university committees, unless otherwise specified, are made by the dean after consultation with the College Liaison Council and the department chairs. Prior to making college appointments to university committees, a listing of such committee openings is made available to the faculty. Nominations to university committees made by the college councils shall be submitted to the dean for approval and final appointment. A list of university committee appointments is distributed annually to the faculty.

**College Councils, Boards, and Ad Hoc Committees** College councils and boards are responsible to the dean and faculty and play an important role in planning, recommending, and implementing policy related to specific areas of responsibility. They provide a mechanism whereby faculty, individually and collectively, participate in the policy decisions and actions of the college. Councils and boards of the College are identified and defined in the following listing. The councils and boards have ongoing areas of responsibility as defined in this document. Councils and boards may receive specific charges, in addition to their stated responsibilities, from the dean or the College Liaison Council. Boards shall assume specific assigned responsibilities related to the Council under which they operate. Boards shall have the given responsibility to act on issues relevant to their charge without returning to the Council to further report or approve their actions. *Ad hoc* committees have temporary responsibilities or one-time tasks usually accomplished within one semester. *Ad hoc* committees are organized and their responsibilities and charge shall be defined by the dean of the college and/or by the council or board chairpersons.

College councils and boards may include faculty, staff, and student members as specified in this section. Council members are elected by academic departments, nominated by chairs, elected at-large by the Faculty, or appointed by the dean as specified below. A petition signed by five tenured or tenure-track college faculty will be necessary to place a faculty member in nomination for an at-large elected position. *Ex-officio* members will be non-voting and will not be eligible for the position of council chairperson.

An election or appointment to a college council will be, unless otherwise noted, for a three-year period. It is recommended that normally a faculty member will not serve consecutive full terms on a college council nor on more than one council at a time. Board appointments are for an academic year and may be reappointed yearly. Faculty members may serve on more than one board or Ad hoc committee at a time. Ad hoc committee appointments are short term (maximum 1 semester). Councils will provide a written annual report of activities during the academic year to the dean and to the faculty.

Except for the Academic Affairs Council, chairpersons of councils and boards will be elected annually by and from among council and board members. Council and board chairpersons will prepare a calendar of activities within the first two weeks of each semester which will be submitted and presented to the Liaison Council in order to meet the annual deadlines associated with their various responsibilities. Council and board chairpersons may invite other faculty and staff to attend meetings for their expertise and they may form *ad hoc* committees to accomplish specific tasks. Once the determination has been made to invite persons with special expertise to council or board meetings or to form *ad hoc* committees, the chairs shall be consulted for nominees to work with the council or board. Chairpersons of *ad hoc* committees are elected by and from among their members.

**College Liaison Council** The College Liaison Council consists of four members elected by and from among each department faculty; the chair of the Senate Caucus; and the dean of the college. The dean is an *ex-officio* member of the committee. The council chairperson presides over College Faculty Meetings. The council meets monthly during the academic year. Additional council meetings may be called by the chairperson or at the request of the dean. The four departmental members participate as members of the Academic Affairs, Student Affairs, Faculty Development, and Services and Facilities Councils. The Liaison Council chair serves as chair of the Faculty Development Council Awards Board.

The College Liaison Council has the following responsibilities:

1. facilitate effective communication within the college community,
2. bring faculty perspectives and concerns, including budget matters to the attention of the dean,
3. inform the faculty on issues of college-wide concern,
4. schedule meeting times and develop the agenda for College Faculty Meetings, and
5. refer issues of faculty concern to other college councils, boards and *ad hoc* committees for consideration.

**Academic Affairs Council** The Academic Affairs Council is comprised of eight voting members: a council chair elected by the college faculty for a two year term that corresponds with the general catalog preparation schedule, one faculty representative from each academic department selected in accordance with departmental governance documents, a representative of the College Liaison Council, and an undergraduate and graduate student elected by the Design Council. The associate dean for academic programs and the international programs coordinator serve as *ex-officio* members of the council. The council chair represents the college on the Faculty Senate Curriculum Committee. Council members represent the college on the university Graduate Curriculum and Catalog Committee and on the university International Studies Committee.

The Academic Affairs Council has the following responsibilities:

1. coordinates the College of Design and departmental general catalog revisions and updates in compliance with the university schedule and procedures;
2. review and approve undergraduate and graduate courses, curricula, and programs recommended by departments;

3. act as primary curriculum council for the Design Studies Program;
4. propose the development of new courses, curricula, programs, and study abroad opportunities;
5. implement policies and procedures established by the Faculty Senate Curriculum Committee;
6. bring approved departmental and collegiate curriculum changes to the college's faculty for discussion and action;
7. coordinate departmental and college assessment of student outcomes; and
8. facilitate faculty development in the area of teaching/learning.

Academic Affairs Council Boards and responsibilities:

1. International Programs: consists of one faculty member from the academic affairs council, the college's international programs coordinator, one faculty member from each department.
  - a. review proposals for study abroad programs and offer recommendations to appropriate university committees.
  - b. assist students in selecting the appropriate study abroad program to fit their curriculum requirements.
  - c. encourage and explain the advantages to COD students about study abroad and international travel.
2. Lectures and Exhibits: consists of one faculty member from the academic affairs council, one faculty member from each academic department, the Gallery 181 assistant.
  - a. define and coordinate a yearly college wide program of lectures and exhibits with the academic departments that serve the educational mission of the college.
  - b. review lecture and exhibition proposals.
3. Core Design Program Board: is comprised of eight members: one faculty member from each academic program, the Core Assessment Coordinator who is an ex-officio member, and the Director of the Core Design Program, who is also an ex-officio member and serves as chair of the board. The purpose of the Core Design Board is to:
  - a. Review and make recommendations to the Academic Affairs Council regarding curriculum and development for all Core courses.
  - b. Coordinate assessment of the Core Design Program learning outcomes.
  - c. Assess, improve, and coordinate the enrollment management process.

**Student Affairs Council** The Student Affairs Council is comprised, as voting members, of one faculty member selected from each academic department according to the departmental governance documents, all of the college's professional advisors including the College student services coordinator, a College Liaison Council person, the College Honors Program coordinator, the College minority student affairs liaison, the College career services coordinator, the College learning communities coordinator, and an undergraduate and graduate student elected by the Design Council. The associate dean for academic programs serves as an *ex-officio*

member of the council. Individual council members represent the college on the Faculty Senate Academic Standards Committee, the University Committee on Academic Advising, and on the University Orientation Committee.

The Student Affairs Council has the following responsibilities:

- a. coordinate, develop, and promote the college's involvement in student affairs and student minority affairs.

Student Affairs Council Boards and responsibilities:

1. Advising: consists of one faculty member from the student affairs council, the college's Student Services Coordinator, the college's professional advisors, college honors coordinator, college minority student affairs liaison, associate dean for academic programs exofficio member. Chair of this committee is the COD representative to the University Committee on Academic Advising.
  - a. inform academic advisors of changes in the university's and college's advising system including the production and distribution of updated materials,
  - b. recommend and initiate policies that will improve the effectiveness and efficiency of advising programs,
  - c. facilitate faculty development programs focused on advising.
2. Academic Standards: consists of one faculty member from the student affairs council, the college's Student Services Coordinator, the college's minority student affairs liaison, one faculty member from each academic department. The Chair of this committee is the COD representative to the Faculty Senate Academic Standards Committee.
  - a. participate in the development, recommendation, and implementation of college and university academic standard policies,
  - b. review and act each semester on individual student cases in matters pertaining to academic progress.
3. Orientation COD: consists of one faculty member from the student affairs council, the college's Student Services Coordinator, the college's professional advisors, the college's minority student affairs liaison. Members of this committee represent the college on the University Orientation Committee, and Undergraduate Recruitment Coordinating Council.
  - a. coordinate, develop, and promote the college orientation program in conjunction with the university orientation program.
4. Honors and Awards: consists of one faculty member from the student affairs council, the college's honors program coordinator, the college's Director of Development, and one faculty member from each academic department. One member of this committee represents the college on the University Honors committee.

- a. coordinate, develop, and promote the College Honors Program in coordination with the University Honors Program,
- b. review and recommend criteria, policies, and procedures for the college's student awards and scholarships,
- c. review nominations and make recommendations to the dean for the college's student awards and scholarships.

**Faculty Development Council** The Faculty Development Council consists of one representative elected from and by each college academic department. Council members hold the rank of full professor with tenure, unless a department does not have an individual with these qualifications. In addition, a College Liaison Council person and a tenure-track faculty member, elected at-large from the college, are voting members of the council in matters of promotion and tenure. In addition, one lecturer or senior lecturer and one adjunct faculty member, elected at-large from the college, are voting members of the council in matters of advancement in rank of non-tenure-eligible candidates. Council members who participate in department promotion and tenure reviews may not vote on promotion and tenure decisions related to candidates from their own departments. A student, identified by the Design Council, will be a full member of the Awards Board when the Board addresses awards matters.

The Faculty Development Council has the following responsibilities:

- a. review department advancement, promotion and tenure recommendations and recommend action regarding such nominations to the dean;
- b. review and recommend to the dean and faculty changes in college advancement, promotion and tenure standards and procedures;
- c. review and recommend to the dean and faculty changes in college post tenure review standards and procedures.

Faculty Development Council Boards and responsibilities:

1. Awards: Consists of one faculty member from each academic department, one faculty development council member, the chair of the Liaison council, the college's Director of Development, two staff members, and undergraduate and graduate student member as identified by the Design Council.
  - a. review and recommend criteria, policies, and procedures for the college's faculty and staff awards,
  - b. review nominations and make recommendations to the dean for the college's faculty and staff awards,
  - c. promote and nominate college faculty for university awards.
2. Recognition and Development : Consists of one faculty member from the Faculty Development Council, one faculty member from each academic department and the Associate Dean for Research and Outreach. The chair of this committee represents the college on the Faculty Senate Recognition and Development Committee.

- a. review, recommend, and propose matters regarding college and university research grants, awards, fellowships, faculty improvement leaves, and foreign travel grants.
2. IDRO Advisory: consists of one faculty member from the faculty development council, one faculty member from each academic department, departmental extension and outreach faculty, the Director of Extension to Communities, and the Associate Dean for Research and Outreach.
    - a. develop recommendations for procedures, policies, and guidelines for research activities in the Institute for Design Research and Outreach,
    - b. encourage college faculty in the pursuit of their research interests,
    - c. assist the college in developing cooperative research programs with other disciplines and institutions.

**Services and Facilities Council** The Services and Facilities Council consists of one faculty representative selected from each college academic department according to departmental governance documents and an equal number of student representatives selected by the Design Council. The college fiscal officer, the college information technology officer, the Gallery 181 assistant, the curator of the Visual Resources Collection, and the Design Reading Room Library assistant serve as *ex officio* members of the council when appropriate. Council members represent the college on the university library committee and other appropriate university committees.

The Services and Facilities Council has the following responsibilities.

- a. assist and review all plans for the renovation of all COD spaces;
- b. assist in the development of policies and procedures for the use by students and faculty and the disposal of hazardous materials in the COD;
- c. assist in the management and distribution of college space and facilities.

Service and Facilities Council Boards and responsibilities:

1. Computer Advisory: Consists of one faculty member from the services and facilities council, one faculty member from each academic department, an undergraduate and graduate student member, the college information technology officer, and the college fiscal officer.
  - a. review and coordinate college computer related activities,
  - b. assist in the management and development of the college's computational facilities,
  - c. assist the college and departments in submission of proposals to the CAC computer enhancement monies.
2. Environmental Safety: Consists of one faculty member from the services and facilities council, one faculty member from each academic department.

- a. review and define college policies in regard to health and welfare of the staff, faculty and students.
3. Communications: Consists of one faculty member from the services and facilities council, one faculty member from each academic department, ex officio members include the college Communication Specialist, Director of the Graphic Design curriculum, the Associate Dean of Research and Outreach.
- a. review and define a consistent format for all COD graphic and written documents.
3. Library and VRC: Consists of one faculty member from the services and facilities council, one faculty member from each academic department, the Design Reading Room Library assistant, the college information technology officer, and the curator of the VRC.
- a. assist the curator in the development of the Visual Resources Center as a resource for the educational programs of the college and university,
  - b. review and recommend policy and procedures related to the Visual Resources Center, recommend policies and procedures for the college's photography facilities
  - c. assist in the management and development of the college's photography facilities,
  - d. review and recommend proposals regarding access and contents of The Library and Design Reading Room collections,
  - e. in cooperation with The Library and the Design Reading room personnel, communicate operational and developmental aspects of the collection within the college,
  - f. represent the college at the university level on Library and Design Reading Room matters.

### III. PRINCIPLES FOR FACULTY APPOINTMENTS AND POSITION RESPONSIBILITY STATEMENTS

**Faculty Appointment** The *Faculty Handbook* identifies the following areas as the basis for the selection of new faculty. “New appointments are recommended on the basis of education; experience; competence in teaching, research, and professional practice; recognition in the field; and, in some cases, prior experience at other institutions.”

Significant faculty involvement in the review and selection of applicants for new or vacant positions is basic to the successful recruitment and retention of a high quality faculty. In the College of Design, new faculty tenure-track, adjunct, lecturer and senior lecturer appointments are based upon a selection of candidates identified by a faculty search committee that has been appointed by the chair of the department in which the vacancy exists. Whenever possible, search committees are composed of tenured or tenure-track faculty with an appropriate representation of academic ranks and areas of specialization. When appropriate, persons from outside the department and outside the university may be added to the committee. The search committee, in cooperation with the department chair and with approval of the dean, develops a notice of vacancy, job advertisement, establishes guidelines, conducts a national search, reviews applicant credentials, and recommends a list of three to five unranked final candidates to be considered for campus interviews. The committee and other faculty may also assist the department chair, as requested, in campus visitations. The committee votes on a final candidate and forwards its recommendation to the department chair. It is expected that the final selection process is accomplished with the full consultation of the departmental faculty who are not members of the committee. A department recommendation for a new faculty appointment is initiated by the chair and must be approved by the dean of the college and the provost before becoming effective.

**Position Responsibility Statement (PRS)** Section 5.1.1.5 of the Faculty Handbook states that “a Position Responsibility Statement is a tool that allows for a flexible and individualized system of faculty review, particularly within the promotion and tenure process of tenure-eligible/tenured faculty or for advancement of non-tenure-eligible faculty. The description itself should be general and only include the significant responsibilities of the faculty member that are important in evaluating faculty accomplishments in the promotion and tenure”, appointment renewal and annual review processes. Guidelines for Position Responsibility Statements follow.

1. At the time of appointment, the department chair and the new faculty member agree on a Position Responsibility Statement that is based on the job advertisement. As a guide for future faculty evaluation, current faculty need to reach an agreement on a PRS with the department chair within a year of approval of this document.
2. The PRS should stand for the first three years of appointment. In most cases this initial statement will remain in effect until the promotion and tenure reviews. At least every five years, as part of the annual review process, tenured faculty members should re-evaluate their position responsibility statements with their department chair.
3. A department governance document may specify the procedure by which a Position Responsibility Statement is changed.

4. Any modifications in the Position Responsibility Statement must be agreed between the department chair and the faculty member.
5. The Position Responsibility Statement does not conflict with the faculty member's academic freedom in teaching, in the selection of topics or methods of research and creative activity, or in extension/professional practice.
6. When both parties (the tenure-eligible/tenured faculty member and the department chair) agree to the Position Responsibility Statement, it will be signed by both parties and dated. If however one of the parties disagrees with a proposed change to the faculty member's PRS, either party may refer the matter to the PRS Mediation Panel. See section 5.1.1.5.1 of the Faculty Handbook.

**Joint Appointments** Procedures for the appointment and evaluation of faculty members by more than one department are as set out in the university 1999 P&T Document.

## **IV. FACULTY EVALUATION: ANNUAL REVIEWS, REVIEW FOR APPOINTMENT RENEWAL, ADVANCEMENT, AND FACULTY PROMOTION AND TENURE ACTIONS**

### **A. Faculty Evaluation**

The university 1999 P&T Document sets out the policies and procedures for annual reviews, for the review for appointment renewal of tenure-track faculty, and for promotion and tenure reviews. The university “Proposed Policy: Non-Tenure-Eligible Appointments”, sets out the policies and procedures for annual reviews, for the review for appointment renewal of non-tenure-eligible faculty, and for advancement reviews.

College faculty play an important role in the evaluation of faculty for merit salary increases, probationary faculty for appointment renewal, and the review of faculty for promotion and tenure recommendations. This faculty role includes input into the development and ratification of department and college promotion and tenure documents, service on department and/or college evaluation councils and committees, and the election of faculty to these councils and committees. Evaluation by peers is a basic aspect of the evaluation process at the department and college level.

The responsibilities of the department chair in the evaluation process include the following: clearly informing all faculty in writing and at an orientation meeting of the personnel policies of the institution; clearly stating in writing the conditions of employment, including tenure status and the length of appointment and probationary status reviewing with individual faculty the results of all evaluations; and providing, in writing, faculty grievance procedures. The *Faculty Handbook*, this document, and the departmental governance documents provide the university and college evaluation procedures. As a part of the evaluation process individual faculty have the responsibility to provide a clear and complete listing, including documentation of their professional activity and accomplishments, to their department chairperson and appropriate department and college committees. It is also the responsibility of faculty to be sure they fully understand the context and implications of individual evaluations and to be informed of the appropriate procedures available to them in the event of an unsatisfactory evaluation. Faculty questions or concerns regarding promotion and tenure standards and procedures should be reviewed with their department chair and/or the College of Design dean. The faculty member has the right to respond in writing to any evaluation and to make that response part of his or her employment record.

### **B. Annual Reviews**

Merit reviews of faculty, department executive officers, and college administrative staff are conducted annually by department and college administrators. Within the College of Design, the administrative procedures to be followed for merit salary allocations are provided below.

The following guidelines are provided for conducting annual faculty evaluation, and for recommending merit salary allocations for faculty members and administrative staff in the College of Design. This responsibility at the department level rests with the chair while the ultimate responsibility of determining merit salary allocations at the college level rests with the dean. The

dean submits his or her recommendations to the provost and the president. Upon acceptance, these recommendations must receive State Board of Regents' approval in order to become effective.

Each year, normally in March, the dean informs the department chair in writing of the department's allocation for merit salary increases for the following fiscal year. Along with this allocation, the dean provides a timeline for the department chairs recommendation of faculty merit salary increases and accompanying documentation requirements. The department chair conducts the annual faculty evaluation based on a twelve-month performance period determined in cooperation with the department faculty and approved by the dean.

The chair informs each faculty member of the departmental time frame and schedule for annual faculty evaluation and shall ask each faculty member to provide a written report following the *Format for Annual Faculty Activity Report in the College of Design*, as provided by the dean. The chair, with the option of engaging the assistance of an advisory committee of the department faculty, shall evaluate the performance of each faculty member based on this report. The Annual Faculty Report serves as the basis for determining merit salary increase recommendations. The department chair communicates in writing to each faculty the results of the performance evaluation at least two weeks prior to submitting the respective salary recommendations to the dean. Faculty members wishing to meet with the department chair to express disagreement with the evaluations must do so within this two-week period. The faculty member has the right to communicate in writing his or her disagreement(s) with the department chair's evaluation and to have that written response accompany the department chair's recommendation to the dean. Following this period, the department chair submits the merit salary recommendations to the dean along with appropriate evaluative documentation.

The dean conducts a budget hearing with each department chair based on the recommendations submitted and may make further adjustments to these recommendations based on his/her own observations and evaluations. Special recognition of merit including equity adjustments is given at the college level for activities significantly contributing to the institution-building mission of the college, interdisciplinary accomplishments, and other important priorities of the college evolving over time. The dean submits his or her recommendation to the provost and the president following the completion of the budget hearings with the department chairs.

The provost and the president review the dean's recommendations and, usually through a budget hearing, finalize the recommendations. These recommendations are then submitted for the State Board of Regents' approval. The faculty members are informed in writing of their new salaries by the department chair only when the dean receives a clearance from the central administration to do so. Every effort is made to inform the faculty members in this regard before the spring semester commencement.

Consistent with the college guidelines, each department develops a document to be approved by the dean describing its specific operating procedures; covering evaluation time line; use of an advisory committee, if any; specific nature of supporting documents to accompany faculty activity report; and any other pertinent information. This departmental document is distributed to all faculty and staff of the department.

## **C. Review for Appointment Renewal**

The department chairs are primarily responsible for recruiting faculty, attending to faculty mentorship, supporting faculty development, and conducting faculty evaluations within their departments.

**Procedure:** The appointment renewal review will be conducted at the department level by the chair and by a departmental faculty committee as required by departmental governance documents. The department chair will provide the faculty member with a written evaluation that will include the decision to renew or not to renew the appointment, the facts upon which they relied, and related rationale connecting the facts to the decision. The faculty member will have two weeks within which to submit a letter to the chair or the dean in response to the findings of the department or the college as the case may warrant.

### **C.1. Preliminary Review of Probationary Tenure-Track Faculty**

Since, typically, a tenure-track faculty member receives an initial appointment with not more than a four-year term, the purposes of a review for appointment renewal are:

4. to review the cumulative performance of a tenure-track faculty member vis-à-vis the Position Responsibility Statement and expected progress toward meeting tenure standards;
1. to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewer's findings; and
2. to determine the recommendations concerning the renewal of appointment.

**Policy** The period of renewal for a tenure-track appointment will typically be for three years. The initial appointment and the renewal will thus result in an appointment span of seven years. A tenure review must be conducted no later than the sixth year. In the event of a denial of tenure, the faculty member will be given a one-year notice of termination.

In order to allow a new tenure-track faculty member sufficient time to establish an adequate record of performance, the review for the renewal of appointment will be conducted during the third year of the initial four-year appointment. This review may result in a notification to terminate the appointment at the end of the four-year appointment period, which will also act as the required one-year notice of termination.

For the renewal of an appointment, a new Letter of Intent must be executed showing the terms and conditions. In the event of a non-renewal of the appointment, a notification to that effect must be given to the faculty member at least one calendar year prior to the end-date of the existing appointment.

### **C.2. Appointment Renewal of Lecturers**

Lecturers are non-tenure-eligible limited term full-or part-time appointments of from one semester to three years and are renewable. See section 3.3.2.1 of the Faculty Handbook. The purposes of a review for appointment renewal are:

1. to review the cumulative performance of a lecturer faculty member vis-à-vis the Position Responsibility Statement and progress toward meeting advancement standards;
2. to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewers findings; and
3. to determine the recommendations concerning the renewal of appointment.

**Policy** The period of renewal for a lecturer, will typically be one, two, or three years. In order to allow a new lecturer sufficient time to establish an adequate record of performance, a review for appointment renewal must be conducted no later than one semester prior to the end of three years of continuous employment. This review may result in a decision to terminate the appointment at the end of the present appointment period. Since the appointment of lecturer is for a specified period of time, no special notice of intent not to renew is necessary.

For the renewal of an appointment, a new Letter of Intent must be executed showing the terms and conditions.

A request for advancement to Senior Lecturer must be made to the department no later than one semester prior to formal application for consideration. This review may result in a decision to terminate the appointment at the end of the present appointment period. Since the appointment of lecturer is for a specified period of time, no special notice of intent not to renew is necessary.

### **C.3. Appointment Renewal of Senior Lecturers**

Senior Lecturers are non-tenure-eligible limited renewable term full-or part-time appointments not to exceed five years. The purposes of a review for appointment renewal are:

1. to review the cumulative performance of a senior lecturer faculty member vis-à-vis the Position Responsibility Statement and expected progress toward achieving yearly stated goals;
2. to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewers findings; and
3. to determine the recommendations concerning the renewal of appointment.

**Policy** The period of renewal for a senior lecturer will typically be five years. Persons appointed as Senior Lecturer must receive notice by May 15 of the year preceding the end of the term appointment (or at least 12 months in advance of the end of the term appointment when the appointment end date is not May 15) of intent to renew or not renew.

Appointment renewal of Senior Lecturers must be approved by the dean and the provost. The dean will forward the recommendation to the provost. The request for approval should include a summary of the review results and a statement regarding the continuing needs of the unit.

For the renewal of an appointment, a new Letter of Intent must be executed showing the terms and conditions.

#### **C.4. Appointment Renewal of Adjunct Faculty**

Adjunct appointments are non-tenure-eligible budgeted full- or part-time renewable appointments, not to exceed five years, at any academic rank, with the rank preceded by the term “adjunct”. The purposes of a review for appointment renewal are:

1. to review the cumulative performance of an adjunct faculty member vis-à-vis the Position Responsibility Statement and expected progress toward achieving yearly stated goals;
2. to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewers findings; and
3. to determine the recommendations concerning the renewal of appointment.

**Policy** Persons appointed as adjunct faculty must receive notice by May 15 of the year preceding the end of the term appointment (or at least 12 months in advance of the end of the term appointment when the appointment end date is not May 15) of intent to renew or not renew.

Appointment renewal of adjunct faculty must be approved by the dean and the provost. The dean will forward the recommendation to the provost. The request for approval should include a summary of the review results and a statement regarding the continuing needs of the unit.

For the renewal of an appointment, a new Letter of Intent must be executed showing the terms and conditions.

#### **D. Faculty Advancement, Promotion and/or Tenure Review**

In October 13, 1998, the Faculty Senate of Iowa State University approved what is referred to as the “1999 P&T Document”, to reflect the year of its implementation, which requires the following:

*“Each college must have a document that sets forth the standards and procedures governing promotion and tenure of faculty within that college. The college document may specify standards that exceed those of the university, provided that they do not conflict with the standards of the university, and the procedures must be consistent with the procedures described in the Faculty Handbook. The document must be approved by the tenured and probationary faculty of the college, by the dean, and by the provost.”* and,

*“Each department must have a document that sets forth the standards and procedures governing promotion and tenure of faculty within that department. The department document may specify standards that exceed those of the university or college, provided that they do not conflict with the standards of either, and the procedures must be consistent with the procedures described in the Faculty Handbook.”*

In February of 2002, the Faculty Senate of Iowa State University approved a policy defining the employment of non-tenure track faculty, which requires the following:

*“Colleges will specify any college-level policy and involvement in the review, renewal/non-renewal, and advancement of Lecturers, Clinicians, Senior Lecturers, and Senior Clinicians...” and,*

*Departments hiring non-tenure-track faculty...will outline and approve the criteria and procedures for appointment and review of non-tenure-track faculty...”*

The purpose of this document is to set forth the college's standards and procedures to be employed in advancement of non-tenure-eligible faculty, and in awarding promotion and/or tenure to College of Design faculty members. These documents are consistent with university promotion and tenure policies, but set standards and procedures within the context of the faculty and mission of the College of Design. The document has been prepared in 1988 and revised in 1999 and again in 2003 by the respective College of Design Promotion and Tenure Committees.

Several working assumptions were identified during the course of the document's preparation and revision. A set of advancement, promotion and tenure standards and procedures for the College of Design, it was agreed, should:

1. be compatible with standards and procedures operating at the university level;
2. clearly identify those qualities which are common to the college's various programs of study, but which are distinct from those of other Iowa State University academic units;
3. focus only on those standards which are appropriate to all of the college's departments and programs--i.e., which can be implemented in a spirit of consistency and fairness across departmental lines;
4. reflect the collective understanding and will of the College of Design faculty regarding their responsibilities as members of that faculty;
5. establish standards which ensure maintenance of the highest standards of competence and excellence within the college's various professions, disciplines, and programs;
6. provide a major role for peer review, thereby further safeguarding the collective interest of the college faculty;
7. provide meaningful guidance and assistance to the Dean of the College, Departmental Executive Officers, and the faculty as a whole in matters of faculty evaluation;
8. allow for further elaboration at the departmental level, toward the end of ensuring the maintenance of departmental and professional identity; and
9. be stated in a clear and unambiguous manner, thereby minimizing confusion and misinterpretation.

**D.1. ISU's Approach to Design Education** Since its inception on July 1, 1978, the College of Design has been charged with, and has accepted, a unique role within the University. The College is an assemblage of independent disciplines, which find common ground and language in the creative application of art and science to the enrichment of the human condition.

The College is composed of the Departments of Architecture, Art and Design, Community and Regional Planning, and Landscape Architecture. Each department accepts as its primary mission the production of well-prepared graduates who are equipped to function in their respective professions at a high level of competence and distinction. The College also encourages and supports

interdisciplinary cooperation on matters of mutual concern, both internally among the design professions and externally with other disciplines represented at Iowa State University. As a group, the College's departments present their students with a liberal education program which emphasizes those artistic, scientific, and technological capabilities essential to the practice of their respective professions, tempered by a strong sense of social responsibility. Each department and discipline requires a total commitment, by faculty and students alike, to responsible professionalism and service to society.

Each of our disciplines is recognized as making an important and unique contribution to the college's rich and diverse academic environment. These disciplines are bound together, however, in their attention to the common spirit of creative and imaginative concern for the human environment. Our faculty shares in the goals upon which the college was inaugurated in 1978 (stated in the 1977 long-range academic plan for the college):

1. to provide an organization for direct interaction among students, faculty, and professionals involved in all aspects of the visual arts, design, and the planning of structures, communities, and environments;
2. to improve educational opportunities for the increasing number of young people entering programs in the design professions;
3. to provide opportunities for all students in the university to undertake studies in art, design, and the built environment;
4. to foster creative thought, scholarship, and research on an interdisciplinary basis as well as on an individual basis; and
5. to serve as a design resource for the university, the community, and the state.

**D.2. Implications for Advancement, Promotion and Tenure** Advancement, promotion and tenure are matters of critical importance to the professional development and personal growth of each faculty member. Departments present their candidates to the College and University for evaluation on the basis of evidence submitted in response to clearly-defined standards. This decision-making milieu includes both the University's standards and those, which are unique to a particular college. The following statements further define the academic environment of the College of Design, thereby helping to establish the framework within which faculty evaluation will be carried out.

The College commits itself to the highest standards of excellence in its teaching programs, as well as in the research/creative activity, extension/professional practice, and institutional service activities of its faculty members. The College of Design faculty recognizes the importance of continuous improvement in its ability to instruct and influence students within its constituent disciplines and professions. Excellence in teaching is of paramount importance to the fulfillment of the University's mission, while high-quality achievement--continuous and visible--in creative works, research, and service is an obligation in all tenure-eligible faculty positions. In the promotion process, departments and candidates are jointly responsible for the development and presentation of evidence in the form of scholarship that manifests these standards of excellence.

The College of Design faculty recognizes professional and creative activities as scholarship when such involvement contributes to academic excellence. Each of our departments and disciplines is

characterized by a wide range of academic and professional specialization, ranging from the applied to the highly theoretical. Our advancement, promotion and tenure standards reflect this diversity. The faculty recognizes the symbiotic relationship among, and significant contributions of, each of our various orientations; the College benefits from the interaction among these educational elements. The evidence of scholarship in the full gamut of design-related activities--whether artistic or design creativity, or unique formulations or applications of theory--will be considered equally significant as potential contributions to academic excellence.

The College of Design recognizes the role of its faculty in contributing creatively to the arts, sciences, and technologies of their respective disciplines in concert with their academic duties. Contributing, participating, and discovering, are terms that describe an active faculty, which is continuously striving to enhance the quality of professional practice. In some instances professional activity will take the form of artistic creativity, the elaboration of ideas, or the physical display of works, concepts, and forms; in others, the application of theory to the constructed form, the implementation of design concepts, a contribution to the store of professional knowledge, the development of new theory, or the generation of data needed by public policy-makers. Whatever its form, involvement in current professional activities is basic to academic excellence. Documentation of a candidate's participation in his or her profession or discipline will be an important element in evaluation.

### **D.3. Standards for Advancement, Promotion and Tenure**

Performance evaluation is an essential part of the process by which faculty members are advanced or promoted in academic rank, and are awarded tenure. Properly conceived and conducted, evaluation should also provide feedback on how one's activities relate to the goals of the department, college, and university, and should contribute significantly to one's personal and professional development.

In general, faculty members in the College of Design are evaluated primarily on the basis of the evidence of scholarship in (1) teaching and advising, (2) research/creative-activities, and/or (3) extension/professional practice as specified in his or her Position Responsibility Statement. Scholarship and Position Responsibility Statements are described in the university 1999 P&T Document.

- A candidate for appointment renewal at the rank of lecturer is expected to present evidence of: 1) high-quality performance in teaching, with potential for excellence; 2) on-going professional development; and 3) institutional service.
- A candidate for advancement to or appointment renewal at the rank of senior lecturer is expected to present evidence of: 1) excellent teaching; 2) on-going professional development; 3) institutional service; and 4) effective performance in any other areas specified in his/her Position Responsibility Statement.
- A candidate for appointment or promotion to the rank of assistant professor should exhibit evidence that the faculty member can be expected to become qualified for promotion to associate professor in due course.
- A candidate for appointment or promotion to the rank of associate professor is expected to present evidence of effective performance in areas relevant to his or her position responsibilities as well as excellence in scholarship and satisfactory institutional service.

- A candidate for promotion or appointment to the rank of professor will be expected to present evidence of national distinction in scholarship, effective performance in areas relevant to his or her position responsibilities and significant university service.

**D.3.a. Teaching and Advising** The university 1999 P&T Document describes teaching and advising activity at Iowa State. All College of Design faculty members are expected to be competent, effective teachers and advisors. The instructional process entails a number of elements, all susceptible to evaluation. Some of these elements are formal and tangible in nature:

1. one's skill and ingenuity in preparing instructional materials (course syllabi, computer programs, bibliographies, etc.) and using instructional resources (visual media, computational and design equipment, teaching assistants, etc.);
2. competence as a lecturer and discussion-leader;
3. ability to organize a course efficiently and keep it on schedule; and
4. skill in accurately assessing student performance through examinations, reviews or critiques of student work, etc.

Other elements, of a more subtle and intangible nature, are less easily assessed but are nonetheless critically important:

1. the extent to which essential knowledge and skills are successfully imparted to the students;
2. one's skill in motivating and inspiring students to stretch their minds and do their best work;
3. the creation of a class environment which maximizes the learning process;
4. one's degree of constructive empathy with student fears and frustration;
5. the extent to which one assists those students with professional career goals in the process of "socialization" into their chosen professions; and
6. one's ability to provide students with a desirable role model.

In addition to these aspects of the classroom or studio milieu, teaching responsibilities include effective performance of one's advising assignments. Faculty are expected to be thoroughly familiar with the departmental and College programs so as to provide sound advice, and to be accessible, patient, understanding, and helpful.

To be considered for advancement, promotion and/or tenure in the College of Design, a candidate's materials must include a detailed evaluation of his or her teaching and advising performance, supported by concrete evidence. Such evidence must include student input in some form. Several examples of evidence in support of teaching and advising performance are listed in the university 1999 P&T Document. In addition, the college recognizes the following evidence of support:

1. the results of course evaluations;
2. broad surveys of appropriate students (current, past, all, seniors only, etc.);
3. letters from ISU colleagues who have reason to be familiar with the candidate's teaching skills (e.g., having team-taught together);
4. letters from students (in sufficiently large numbers to avoid the appearance of being "hand-picked"); and
5. award recognition for teaching or advising.

**D.3.b. Research/Creative Activities** The university 1999 P&T Document states that “*faculty members who engage in research/creative activities are expected to make original contributions that are appropriate to their chosen area of specialization and are respected by peers within and outside the university.*”

The unique composition of the College of Design requires a broad perspective on the nature of research/creative activity. For some of our faculty, research is carried out through hypothesis-testing and theory-building. Many design faculty, however, engage in applied research such as developing ways to improve professional practice, experimenting with new materials or media, creating innovative designs or works of art, analyzing the past or forecasting the future, or developing improved methods for the communication of design concepts to students and the general public.

For the College of Design, the major criteria for assessing the quality of research/creative activity is the extent to which it:

1. constitutes a contribution to the advancement of knowledge or creative expression,
2. influences the development of professional practice,
3. contributes to one's teaching effectiveness, and
4. is acknowledged and respected by one's professional peers--especially those from outside Iowa State University.

Professional practice identified in a faculty member's Position Responsibility Statement is included in the Extension/Professional Practice section. Other professional practice is evaluated as research/creative activity only when it produces new or advanced concepts, ideas, theories, or methods. Professional practice of a routine or standardized nature will not be viewed as research/creative activity.

The evidence of scholarship related to research/creative activities is assessed with due regard for the nature of a candidate's Position Responsibility Statement, as well as the availability of research/creative opportunities and funding within a given discipline. It is the College's view, however, that research/creative, activities constitute an essential aspect of tenure-eligible and tenured faculty performance at a major university, and is critically important both to the individual's professional growth and to the quality of his or her performance as a teacher.

As in the case with teaching, materials recommending a faculty member's advancement, promotion and tenure must include a detailed evaluation of his or her research/creative activities, supported by concrete evidence. Several examples of evidence in support of research/creative activity are listed in the university 1999 P&T Document. In addition, the college recognizes the following evidence of support:

1. successful execution of research/creative projects;
2. letters from clients for whom contract research/creative activity has been conducted, or to whom innovative professional services have been provided;
3. participation in juried or invitational shows, exhibitions, or competitions of international, national or regional significance;
4. reviews of one's work in international, national or regional publications; and

5. award recognition of one's research/creative activities.

**D.3.c. Extension/Professional Practice** Based on the university 1999 P&T Document, this area refers to those activities specified in the faculty member's Position Responsibility Statement in which faculty members *utilize their professional expertise to disseminate information outside of the traditional classroom to help improve the knowledge and skills of their clientele (i.e., the publics they serve) or the environment in which they live and work.*

Examples of these activities are provided in the university 1999 P&T Document. In addition, faculty in the College conduct extension-related research/creative activities. These activities may be local, state-wide, regional, national, or international in scope and include:

1. teaching extension courses;
2. preparing informational and instructional materials;
3. conducting workshops and conferences;
4. consulting;
5. acquiring, organizing and interpreting information resources;
6. conducting extension-related research/creative activities; and
7. participating in appropriate professional associations.

Faculty members who engage in extension/professional practice, according to the university 1999 P&T Document, *demonstrate a high level of expertise in their discipline as well as the ability to instruct, inform, and assist their clientele. They are knowledgeable about current research and new developments in their discipline and demonstrate an ability to interpret, facilitate, or apply this knowledge to meet their clientele's requirements. When appropriate, they develop and maintain professional relationships with their clientele in order to identify and serve the needs of their clientele. They display leadership and initiative, and they are creative in the practical application of their discipline.*” *To the extent appropriate, they should be involved in, aware of, and responsive to the information needs of the university's academic programs.*

As in the case with teaching, research/creative activities, materials recommending a faculty member's advancement, promotion and/or tenure must include a detailed evaluation of his or her extension/professional practice activities supported by concrete evidence. Examples of such evidence are described under 2.A. Teaching and Advising and 2.B Research/Creative Activities.

**D.3.d. Institutional Service** According to the university 1999 P&T Document, *“Faculty members are expected to play a vital role in the functioning of the university at all levels by participating effectively in faculty governance and in the formulation of department, college, and university policies, or by carrying out administrative responsibilities. Therefore, to be promoted and/or tenured, faculty members are expected to have been involved in institutional service. ... Institutional service alone, however, shall not serve as the central basis for promotion and/or tenure.”*

Commensurate with the university standards described above, each faculty member in the College of Design will normally be an active participant in, and provide service to, the University. The range and extent of this service will vary, of course, from individual to individual.

Materials recommending a faculty member's advancement, promotion and/or tenure must include a detailed listing of his or her service activities. In addition, information on their quality should be provided wherever possible (for example, the DEO should prepare a statement evaluating one's performance on departmental committees).

#### **D.4. Qualifications for Academic Rank**

According to the university 1999 P&T Document, “*recommendations for initial appointment and promotion are based on evidence that the faculty member has met the qualifications for the rank to which he or she is to be appointed or promoted*”. Promotions in rank for A-base faculty (12-month appointment) ordinarily take effect at the beginning of the next fiscal year, and promotions for B-base faculty (9-month appointment) ordinarily take effect at the beginning of the next academic year; exceptions to these dates may be granted by the provost.

The qualifications listed below constitute the minimum standards for academic rank within the College of Design. These qualifications incorporate, by direct reference, the standards in force at the University level. Departments are responsible for determining such additional qualifications as they deem relevant, subject only to the requirement that they be consistent with the PRS and the standards identified herein.

##### **Lecturer, (Non-tenure-eligible appointment)**

A lecturer should have a strong academic or professional record and ordinarily should have earned the accepted terminal degree in his or her field. The lecturer rank is recognition that the faculty member has exhibited the potential to be an effective teacher in his/her chosen discipline.

##### **Senior Lecturer, (Non-tenure-eligible appointment)**

A senior lecturer should have a solid academic or professional record and ordinarily should have earned the accepted terminal degree in his or her field. The senior lecturer rank is recognition of demonstrated excellence in teaching shown by activities both inside and outside the classroom, satisfactory evidence of on-going professional development related to teaching, and valuable institutional service. To be eligible for appointment as senior lecturer, the individual shall have served as a lecturer or its equivalent for a minimum of six years or the completion of 12 semester FTEs of employment. After this eligibility criterion has been met, the individual has the right to be reviewed for advancement by the appropriate departmental and college committees. See section 5.4.1.1 of the Faculty Handbook.

##### **Adjunct, (Non-tenure-eligible)**

The university 2003 “Proposed Policy: Non-Tenure-Eligible Appointments”, in part, states that

- *Adjunct faculty members should have a terminal degree in their field, and/or have national or international reputations in their field.*
- *Adjunct Faculty who are employed elsewhere but have faculty responsibility in the College of Design normally hold part-time appointments.*
- *Adjunct faculty employed full-time by the university normally will have significant research or extension/professional practice responsibilities, usually funded by external grants and contracts.*

- *Adjunct faculty in Professional & Scientific positions may have no more than 30% of their total work responsibilities assigned as non-tenure-eligible responsibilities.*
- *Persons on adjunct appointment may be reviewed by an appropriate faculty committee for advancement to adjunct associate professor or adjunct professor using established criteria appropriate to the position.*

The College of Design will operate within the spirit of this statement.

**Assistant Professor** The university 1999 P&T Document, in part, makes the following statement: *“An assistant professor should have a strong academic record and ordinarily should have earned the accepted highest degree in his or her field. The assistant professor rank is recognition that the faculty member has exhibited the potential to grow in an academic career. Appointment at or promotion to this rank should be based on evidence that the faculty member can be expected to become qualified for promotion to associate professor in due course”*. The College of Design will operate within the spirit of this statement.

**Associate Professor** The university 1999 P&T Document, in part, states that *“an associate professor should have a solid academic reputation and show promise of further development and productivity in his or her academic career.”* Specific qualifications for promotion to the rank of Associate Professor are stated in the university 1999 P&T Document. The College of Design will operate within the spirit of this statement.

**Professor** The university 1999 P&T Document, in part, states that *“A professor should be recognized by his or her professional peers within the university as well as nationally and/or internationally, for the quality of the contribution to his or her discipline.”* The College of Design will operate within the spirit of this statement.

**Tenure** As a matter of College of Design policy, tenure will not be granted to Assistant Professors prior to their promotion to Associate Professor ranks. The college's tenure standards constitute those qualifications described as the qualifications for promotion to the rank of Associate Professor in the university 1999 P&T Document.

#### **D.5. Procedures for Advancement, Promotion and Tenure Review**

The university 1999 P&T Document sets out the review and notification procedures at the department, college, and university levels. The composition of the departmental promotion and tenure committees is set out in their respective departmental governance documents. The composition of the College of Design Promotion and Tenure Committee is set out in the College of Design Governance Document.

**Department Review** The university 1999 P&T Document sets forth expectations for departmental promotion and tenure review and notification. The candidate is responsible for providing to the department chair the information and evidence requested for the Advancement or Promotion and Tenure Vita and for the Faculty Portfolio. In addition, the candidate provides a full vita, relevant Position Responsibility Statements, and the names of potential outside reviewers.

**College Review** The review documents and notification expectations for college level advancement and promotion and tenure activity by the dean and college Faculty Development Council are set out in the university 1999 P&T Document.

In the College of Design, advancement or promotion and tenure materials are submitted by the department chair to the dean, as prescribed by the dean each year. These materials will generally consist of the Recommendation for Advancement or Promotion and Tenure Form, the Advancement or Promotion and Tenure Vita, letters of evaluation, departmental and chair evaluation, a full vita, relevant Position Responsibility Statements, and the Faculty Portfolio. Six copies of the recommendation form, vita, PRSs, and evaluation materials; and one set of the portfolio materials need to be submitted to the dean. The dean then transmits all materials to the college Faculty Development Council for their review and recommendation.

The dean shall inform the department chair in writing, usually within ten days following the transmittal of the dean's recommendations to the provost, of the actions taken at the college level with respect to the candidates recommended by their departments, and the reasons for such actions. The department chairs in turn shall inform the candidates.

**University Review** University level review and notification procedures for promotion and tenure are set forth in the university 1999 P&T Document. Addressed are the responsibilities of the provost, president, State Board of Regents, as well as notifications, effective dates, and appeals.

**The Advancement or Promotion and Tenure Vita** The university 1999 P&T Document provides documentation guidelines for faculty members seeking promotion and tenure including the Promotion and Tenure Vita. Information and accomplishment are listed according to the vita format. Non-tenure-eligible candidates for advancement should follow this format.

**The Faculty Portfolio** The university 1999 P&T Document provides documentation guidelines for faculty members seeking promotion and tenure including the Faculty Portfolio. Evidence of scholarship and accomplishments is included in the Faculty Portfolio. Non-tenure-eligible candidates for advancement should follow this format.

**Recommendation for Promotion and Tenure Form** The form for recommending promotion and tenure used by the department chair is provided by the provost.

## V. POLICY FOR EVALUATION OF THE COLLEGE OF DESIGN DEAN

**Purpose** The College of Design policy for the review of the dean is based upon the "Policy for Faculty Evaluation of College Deans" in the Iowa State University *Faculty Handbook*. The following statement from this university policy identifies the basic purpose of a college review of the dean.

*A systematic and constructive review program shall be established whereby college offices and officers are evaluated by their respective faculties. This review program should serve two purposes: (a) provide constructive and systematic faculty evaluation of college deans and administrative organization; and (b) provide faculty opinion for the Provost's evaluation of deans.*

**Participants** Those involved in the review process include the provost, the dean, the College Liaison Council, the Review Committee, the faculty, and other appropriate individuals and organizations. The Review Committee is an ad hoc committee established for the specific purpose of conducting the faculty evaluation of the dean. The committee consists of four members elected one each from and by the college departmental faculties and one member from the College Liaison Council selected by the provost. The provost, in consultation with the Faculty Liaison Council initiates the evaluation review, and selects the chairperson of the committee. The Faculty Liaison Council conducts the election of members to the Review Committee.

**Description of Review Process** As an initial step in the evaluation process, the dean will prepare a Self-Assessment Report covering the accomplishments and priorities of the dean and the administrative organization of the college since the last evaluation review, and goals for the future of the college. This narrative should discuss accomplishments, priorities, and goals in relation to their impact upon the teaching, research, and service responsibilities of the college and its faculty. The Self-Assessment Report is based on the listing of administrative duties and responsibilities provided in the College Governance Document. The specific areas covered in the Self-Assessment Report are developed by the dean in consultation with the College Liaison Council.

Based, in part on the Self-Assessment Report, the Review Committee develops a survey procedure that will focus the responses from the faculty and other participants on the responsibilities and performance of the dean. Responses are solicited by the following means. The announcement of the evaluation review at both college and department meetings and a written notification to all faculty and other appropriate individuals and organizations requesting their participation in the review. Comments are solicited from appropriate individuals and groups outside of the faculty that have been identified by the committee and the dean. Such individuals and groups may include the president of the Design Council, members of the Dean's Council, selected alumni, design administrators, state agencies, and design organizations that have had professional contact with the dean. All responses sent to the review committee are treated as confidential correspondence, subject to applicable laws.

**College Review Committee Report** The Review Committee prepares a report based on the Self-Assessment Report and on the solicited responses from faculty, as well as evidence provided by other appropriate individuals and organizations, regarding the performance of the dean. The report

of the committee is directed toward achieving the following purpose identified in the university document, “Policy for Faculty Evaluation of College Deans”.

*The result of a review should be an improved capacity by the college offices and deans for maintaining academic programs, attaining goals established for the college, and securing resources that support the teaching, research, and service of the university.*

The committee report and transcripts of collected data are sent to the provost. The provost, after consultation with the Review Committee, determines the appropriate format for reporting to the Faculty the outcome of the review process.

**Evaluation Schedule** Evaluation reviews take place within a five-year period. The evaluation process is initiated and a schedule is developed by the provost in consultation with the College Liaison Council. Typically the Review Committee receives the Self-Assessment Report from the dean in the fall semester of the fifth year and the committee provides the provost with an evaluation report in the spring semester of the fifth year.

## **VI. POLICIES AND PROCEDURES FOR AMENDING THE GOVERNANCE DOCUMENT**

Proposed amendments to the College Governance Document may be requested by the dean or by five voting members of the Faculty. Proposed amendments are submitted to the College Liaison Council for inclusion on the agenda of the succeeding College Faculty Meeting. At that meeting, the proposed amendment will be presented to the Faculty. At the next College Faculty Meeting, in order to give all eligible faculty the opportunity to vote, a simple majority vote of those voting faculty present is required for the proposed amendment to be submitted to the voting faculty by mailed ballot. Approval of amendments to the Governance Document requires a simple majority of eligible faculty voting.

## APPENDICES

### **Appendix A: MISSION OF THE COLLEGE OF DESIGN**

The College of Design at Iowa State University is the product of the interest and persistence of many faculty members. Long before the establishment of the college, the sense of shared interests and identity among faculty in the various departments of art, design, and planning on campus resulted in the establishment of a formal structure designed to promote cooperative associations among these disciplines. In 1967, the Board of Regents authorized the formation of the Iowa State University Design Center for the purpose of coordinating common functions and responsibilities between the Department of Applied Art, Department of Architecture and Department of Landscape Architecture and Community Planning. The Design Center was administered by a council composed of the chairpersons of the three departments. Design Center activities centered on the development of a basic interdisciplinary education program, support for faculty research, and an exhibits and lectures program. On May 17, 1973, the faculty of the above departments unanimously recommended to the university administration the formation of a College of Design. Faculty believed that a college structure was essential for the future growth and development of design education at Iowa State University.

The mission of the College of Design was approved by the State Board of Regents upon the college's establishment in October, 1977. It was derived from the historic evolution of the design disciplines and the visual arts at Iowa State University and their consolidation into one college. The mission statement approved by the State Board of Regents in 1977 remains applicable today:

1. to provide an organization for direct interaction among students, faculty, and professionals involved in all aspects of the visual arts, design and the planning of structures, communities, and environments;
2. to improve educational opportunities for the increasing number of people entering programs in the design professions;
3. to provide opportunities for all students in the university to undertake studies in art, design, and the built environment;
4. to foster creative thought, scholarship, and research on an interdisciplinary basis as well as on an individual basis; and
5. to serve as a design resource for the university, the community, and the state.

The college has, since 1977, expanded the scope of its basic mission by acknowledging the importance of its leadership, the distinction of its programs and pedagogy, and by serving as a design resource at national and international levels.

## **Appendix B: COLLEGE OF DESIGN: GENERAL ORGANIZATION, ADMINISTRATIVE STRUCTURE, AND ADMINISTRATIVE ROLES**

### **General Organization**

**Departments and Majors** The College of Design is comprised of the Departments of Architecture, Art and Design, Community and Regional Planning, Landscape Architecture, the interdisciplinary Design Studies program, and the Institute for Design Research and Outreach. The college offers seven undergraduate degree programs, nine graduate degree programs, and an interdisciplinary minor in Design Studies. The college also participates in several interdisciplinary minors, secondary majors, and double-degree graduate programs.

#### Department of Architecture

- Bachelor of Architecture
- Master of Architecture
- Master of Science, Architectural Studies

#### Department of Art and Design

- Bachelor of Arts, Art and Design
- Bachelor of Fine Arts, Art and Design
- Bachelor of Fine Arts, Graphic Design
- Bachelor of Fine Arts, Interior Design
- Master of Arts, Art and Design
- Master of Arts, Art Education
- Master of Fine Arts, Graphic Design
- Master of Fine Arts, Integrated Visual Studies
- Master of Fine Arts, Interior Design

#### Department of Community and Regional Planning

- Bachelor of Science, Community and Regional Planning
- Master of Community and Regional Planning

#### Department of Landscape Architecture

- Bachelor of Landscape Architecture
- Master of Landscape Architecture

#### Design Studies Program

- Minor in Design Studies

**Collegiate Support Services** Collegiate support services encompass vital functions that benefit the college's faculty, staff, and students. Support Services include The Office of Student Services, Office of Career Services, and Academic Support Services. The Office of Student Services coordinates and manages undergraduate student admissions, orientation, advising, appeals, records, and monitors admissions and enrollment trends as well as programs that promote academic success of undergraduate students, programs for underrepresented students,

and programs for faculty designed to improve advising. The Office of Career Services assists students in seeking career opportunities and preparing for job searches as well as promotes the college's graduates to external constituencies. Academic Support Services include Computer Systems Support, Visual Resource Collections, Reading Room, Gallery 181, and the college shop.

**Extension** Several Extension faculty members have their academic home in the College of Design. These faculty develop programs and publications in the various art, design, and planning fields for both general and professional audiences in and outside Iowa. Extension faculty work through their academic departments, the Institute for Design Research and Outreach, the College of Design, and Iowa State University Extension to develop and implement the outreach mission of both the college and the university. The college also houses the Extension to Communities program office and staff.

**Student Representation** The Design Council is a student organization that represents College of Design students, initiates and coordinates college-wide student activities, and disperses funds received for student programs. The Design Council membership is comprised of students representing the student organizations affiliated with the various academic majors of the college. and meets with the dean on a regular basis.

### **Administrative Structure**

The organizational chart shown on the next page illustrates the college's basic administrative structure.



## **Administrative Roles**

**Dean** The dean is the College of Design's chief academic officer, provides the overall leadership for the college, oversees its programs and development, and chairs the College of Design Cabinet. The dean also serves as collegiate director of the Institute for Design Research and Outreach and Director of International Programs. The dean is responsible to the president of Iowa State University through its provost and is the lawful custodian of the public records of the college.

The appointment of the dean is determined through a search process administered by the provost with broad involvement of the faculty and other interested groups as determined by the provost. The final appointment is made by the president with the approval of the State Board of Regents. The dean holds a fixed-term, renewable appointment. Evaluation of the dean is conducted by the provost with the input of college faculty and administration. Specific responsibilities of the dean are as follows:

1. administer policies and procedures which promote innovative development and coordination of undergraduate and graduate education, artistic activity, scholarship, research, outreach, extension, and service to accomplish the mission of the college and university;
2. advance the unique potential of the college through effective administration and strategic planning
3. promote clarifications of the goals of the college and its units in light of changing needs of society, priorities of the university, and unique potentials of the college;
4. provide leadership for the recruitment, retention, and ongoing professional development of outstanding faculty and staff with an emphasis on diversity and commitment to affirmative action;
5. lead efforts to enhance resource development and external support, and allocate resources to maximize the potentials of college programs;
6. administer the college budget;
7. promote improvement and expansion of facilities consistent with program needs;
8. communicate the college's accomplishments to the university community, alumni, and external constituencies;
9. oversee the Office of Career Services;
10. foster interchanges and supportive relationships for the college with the university community, alumni, educational institutions, business and industry, profit/non-profit institutions, and governmental agencies;
11. advocate the advancement of the design professions and the college on the local, state, national, and international levels; and
12. serve on the college's Liaison Council and other appropriate college and university committees.

**Associate Dean for Academic Programs** The associate dean serves at the pleasure of the dean and holds a fixed-term appointment, which is renewable. An appointment extension is made on the basis of formal evaluations conducted by the dean involving appropriate college personnel. The appointment of the associate dean is determined through a search process administered by the dean that involves DEOs, faculty and college administrators. The associate dean is

responsible for assisting the Dean of the College of Design and serves in his or her absence. Specific responsibilities are as follows:

1. provides oversight for undergraduate and graduate academic programs, assessment of intended student outcomes, and assistance to departments in the ongoing development and evaluation of their respective curricula;
2. coordinate collegiate strategic planning consistent with university efforts;
3. conduct institutional planning studies and prepares recommendations for programmatic development and allocation of resources;
4. prepare text for the college's annual report, budget proposal, and other reports requested by the dean;
5. administer summer session including determination of course offerings, teaching assignments, and budget;
6. direct student recruitment and retention efforts with a commitment to diversity and promoting academic success;
7. oversee college-wide publications and publicity relative to its academic programs;
8. provide administrative oversight and supervision of the Office of Student Services personnel and operations including admissions, orientation, advising, student degree programs, student appeals, student financial aid program development, and monitoring of admissions and enrollment trends;
9. provide administrative oversight of the Design Studies Program, develop, with department chairs and the Council for Academic Affairs, plans for its curricular offerings, promote and facilitate interdepartmental support for the program and administer the recruitment, selection, and assignment of college-level teaching assistants assigned to college-level courses;
10. provide administrative oversight for the college's learning communities personnel and operations;
11. provide administrative oversight for the college's honors programs;
12. provide continuity for the day-to-day administrative work of the Office of the Dean;
13. conduct studies of space utilization and prepare recommendations for future space and building needs;
14. administer the recruitment, selection, and assignment of college-level graduate assistants assigned to Academic Support Services;
15. serve on the college's Cabinet, Council for Academic Affairs, Council for Student Affairs, and other appropriate college and university committees; and
16. develop and administer college-wide faculty development programs for improving teaching and the facilitation of learning.

**Associate Dean for Research and Outreach** The associate dean serves at the pleasure of the dean and holds a fixed-term appointment which is renewable. An appointment extension is made on the basis of a formal evaluation conducted by the dean involving appropriate college personnel. The appointment of the associate dean is determined through a search process administered by the dean involving department chairs, faculty and college administrators. The associate dean is responsible for assisting the Dean of the College of Design. Specific responsibilities are as follows:

1. serve as Associate Director of the Institute for Design Research and Outreach;
2. promote and communicate the research, outreach, and distance education efforts of the college;
3. supervise staff, graduate students, and program coordinators associated with the Institute of Design Research and Outreach;
4. manage the college research, extension, and distance education accounts;
5. maintain records and prepare reports relating to research, outreach, and distance education efforts;
6. work closely with the dean and department chairs to stimulate and coordinate college-wide research, outreach, and distance education initiatives;
7. promote the college to external funding agencies, facilitate proposal development, and represent the college in negotiations with those agencies;
8. serve as liaison to the Office of the Vice Provost for Research and to other ISU research centers and institutes;
9. coordinate extension activities within the college and serve as liaison to the Associate Provost for Extension and other extension officers both on and off campus;
10. represent the college on the Council for University Research Institute Administrators, the Council for Centers of Technology Transfer, and serve on the college Faculty Development Council and other appropriate college and university committees;
11. assist with the visual communication of the college's accomplishments to the university community, alumni, and external constituencies; and
12. develop and administer college-wide faculty development programs for research, outreach, and distance education.

**Academic Fiscal Officer** The college's fiscal officer reports to the dean. The appointment of the academic fiscal officer is determined through a search process administered by the dean. The academic fiscal officer is responsible for assisting the Dean of the College of Design. Specific responsibilities are as follows:

1. plan and develop short and long-term budgets. Provide projections and forecasts and analyzes financial impacts. Analyzes actual versus budgeted expenditures to determine variances and take corrective action as required;
2. participate in strategic planning, research and compile data required for development of assumption, projections, and strategies; monitor action plans and implement changes as required;
3. develop and oversee implementation and administration of internal financial policies and procedures, interpret and ensure compliance with applicable laws, rules, and regulations as well as university financial policies and procedures;
4. provide regular and special financial reports as required for college operations;
5. develop, enhance, and maintain information systems to support financial operations;
6. ensure that internal systems compliment university-wide systems and that information needed is reconciled on a regular basis;
7. oversee administration of the college's record keeping functions;
8. serve as source of information to the college's departments and administrative units answering questions related to budget and personnel policies and procedures;

9. assist in the planning and administration of facilities, equipment, and space including capital expenditures for new construction, equipment, and repairs. Negotiates vendor agreements and ensures timely delivery of contracted goods and services;
10. administer and assign the college teaching spaces, shared spaces, and faculty offices;
11. assist in space utilization studies and in the preparation of recommendations for future space and building needs;
12. provide leadership and administrative oversight for Academic Support Services facilities including Gallery 181, college shop, instructional studios, and research space;
13. supervise appropriate Academic Support Service personnel;
14. serve as building supervisor with oversight responsibility for building maintenance;
15. serve on the college Cabinet, Services and Facilities Council, and other appropriate college and university committees;
16. assist in the management of college projects as assigned by the dean; and
17. supervise Office of the Dean staff.

**Information Technology Officer** The college's information technology officer reports to the dean. The appointment of the information technology officer is determined through a search process administered by the dean. The information technology officer is responsible for assisting the Dean of the College of Design. Specific responsibilities are as follows:

1. provide oversight for and administer the college information technology resources;
2. prepare recommendations for the development and allocation of information technology resources;
3. serve as source of information to the college's departments and administrative units answering questions related to information technology;
4. develop and maintain WWW/database applications for the college and outside contract projects;
5. serve as the WWW master for the college's site as well as several other sites the college directly/indirectly manages;
6. assist faculty/staff/students with media/technology equipment in the college facilities;
7. advise and administer college expenditures on new technology purchases;
8. develop and administer college-wide faculty development programs for advancing the use of information technologies;
9. provide leadership and administrative oversight for Academic Support Services facilities including the Visual Resource Collection, computer labs, and visualization lab;
10. supervise appropriate Academic Support Service personnel;
11. assist in the management of college projects as assigned by the dean; and
12. serve on the college Cabinet, Services and Facilities Council, and other appropriate college and university committees.

**Director of Development** The college's director of development reports to the dean. The appointment of the director of development is determined through a search process administered by the dean in coordination with the ISU Foundation. The director of development is responsible for assisting the Dean of the College of Design. Specific responsibilities are as follows:

1. provide assistance to the dean in defining the college's development campaign;

2. manage the annual fund drive and major gift program;
3. research donor prospects and solicit donations;
4. direct public relations with regard to development, and supporting functions and activities;
5. provide assistance in maintaining and advancing alumni relations;
6. maintain and update alumni data base in cooperation with the Alumni Office; and
7. participate in the development and implementation of special programs and events.

**Department Chairs** The four departments of the college are each administered by a department chair. The Department Chair is the chief academic officer of a department and reports to the dean. The Department Chair is responsible for leading the overall work of the department in the areas of teaching, research, and service, preparing and administering the departmental budget, and for recommending personnel actions and merit salary recommendations to the dean. The department chair is also responsible for the overall academic supervision of the department's students. Through significant interaction with faculty, the department chair holds key leadership roles in recruiting quality faculty and students, facilitating faculty development, developing and implementing quality academic programs, and in advancing departmental resources and programs quality. The department chair serves as a member of the college cabinet and plays a key role in the development and implementation of the college's interdisciplinary programs.

Department chairs are appointed for a defined term which is renewable. Appointment renewals are made on the basis of a formal evaluation conducted by the dean involving all departmental faculty members. The appointment of the department chair is determined through a search process administered by the dean involving all departmental faculty members, appropriate college and university administrators, and other interested groups as determined by the dean. The dean of the college will appoint the search committee and direct the process involved in the recruitment of a new department chairperson. This process is initiated by a meeting of the involved department faculty with the dean. The search committee should be composed of members representative of department faculty interests and to that end, the dean encourages faculty nominations of potential search committee members. Typically, department chairperson search committees will be composed of a chairperson from outside of the department and appropriate representation of faculty ranks, program interests, and students. The committee is charged with recommending to the dean three to five unranked final candidates. The interview phase of the search will be coordinated by the dean with the participation of department faculty and students, college administrative staff, other department chairs, university administrators, and appropriate department professional or alumni advisory committees. Procedures for the evaluation of Department Chairs are set out in the *Faculty Handbook*.

**College of Design Cabinet** The College of Design Cabinet is comprised of the dean, associate deans, department chairs, director of development, information technology officer, and the academic fiscal officer. The dean presides over the cabinet and the college's fiscal officer serves as its secretary. At the dean's discretion the chair of the liaison council, student services coordinator, career services coordinator, minority liaison officer, and international programs coordinator may also serve on the cabinet. The cabinet acts as the principal advisory body to the dean on all administrative and policy matters of the college. Faculty and other staff of the college may request or be invited by the dean to make presentations to the cabinet or participate in cabinet discussions in areas of their particular interest, expertise, or administrative responsibility.