

Department of Art and Design Governance Document

Approved 4-9-2003

I. Preamble

The Faculty of the Department of Art and Design subscribes to the principles of shared governance, as elaborated by the Faculty Senate and the College of Design. We recognize the central role of cooperation in collegial decision-making among members of the university community. The organization and operations described herein are subordinate to the *College of Design Governance Document*, and the policies of Iowa State University and the State Board of Regents as outlined in the *Faculty Handbook*.

The Mission of the Department of Art and Design has as its goal the achievement of excellence in undergraduate and graduate art and design education. This mission is described in Appendix A.

II. Department Governance Structure and Procedures

This section of the document defines the governance functions and procedures of the Department of Art and Design Faculty, including faculty membership, voting membership, departmental faculty meetings, and the standing committees and ad hoc committees of the department.

A. Faculty Membership

A member of the faculty is defined as any individual who holds a faculty appointment in the Department of Art and Design. All members of the faculty attend faculty meetings.

B. Voting Faculty Members

Voting members are defined as college faculty having tenure, tenure-track, adjunct appointments at the rank of instructor and above, lecturers, and senior lecturers.

C. Department Chair

The Chairperson is appointed by the Dean to a term normally of five years. The role of the Chair is described in the *College of Design Governance Document*. In addition, the chair assesses the performance of tenure track, adjunct and temporary faculty and recommends contract renewals following the procedures outlined in the *College of Design Governance Document*. Associate Chairpersons and Program & Core Directors are appointed by the Chair and serve at the discretion of the Chair.

D. Director of Graduate Education

The Director of Graduate Education is appointed by the Chair. Graduate program coordination may be within the duties of the Associate Chair or Chair. The role of the Director of Graduate Education is to lead the development and implementation of the various masters degree curricula.

E. Department Faculty Meetings

The faculty of the department shall meet at least monthly during the academic year, from August to May. Dates of meetings will be published at the beginning of each semester. The number of department faculty meetings, their dates, and the agenda will be established by the Chair in response to issues raised by faculty, administration, staff and/or students. Robert's Rules of Order will be followed, if necessary, in conducting department business. Voting is by voice or hand. Any member of the faculty may request a secret written ballot on any vote. The purpose of department faculty meetings is to serve as the forum for conducting the business of the faculty, reports and announcements, and decisions on matters of general concern to the department faculty. Items that require faculty review and action include the following: degrees and programs; academic standards and procedures; department mission, planning and governance statements; policies and procedures on the status of faculty regarding appointment, reappointment, promotion and tenure; and granting of degrees and honors. The department faculty meeting shall also serve as the forum for faculty members to initiate discussion on subjects deemed to be in the interest of the department.

F. Department Committees

Department committees are responsible to the faculty and the Chair. They play an important role in planning, recommending, and implementing policy related to specific areas of concern. They provide a mechanism whereby faculty, individually and collectively, participate in department policy decisions and actions. Standing committees have ongoing

areas of responsibility as described in this document. There are five standing committees, membership determined by election at the beginning of the fall semester, except for the Promotion and Tenure Committee which will have nominations and elections in the previous academic year in February. Members will elect chairpersons of their committees. Standing committees will provide annual reports to the Chair and to the faculty of the department. Standing committees may receive specific charges, in addition to their stated responsibilities, from the Chair. Membership to an elected department committee will be for a three-year period. With the exception of the Promotion and Tenure Committee, standing committees will have a minimum of six members. Appointments will be staggered to provide for continuity in committee membership.

F . 1 Promotion and Tenure Committee

The committee will consist of five members who are tenured members of the faculty, including two at the rank of professor. A sixth member with the rank of lecturer or senior lecturer will, when appropriate, be included for evaluating candidates applying for advancement from lecturer to senior lecturer. The composition and election of the committee are detailed in Section IV.D.1.5

The committee reviews candidates in tenure-eligible positions for reappointment, promotion, and tenure: adjunct appointments for promotion; and lecturers for advancement to the senior lecturer rank. The procedures for the review, written report to the Chair, and timetable are outlined in Sections IV.D.1.6-D.1.9

F . 2 Faculty Research and Development Committee

Responsibilities of the committee include the review and development of research and outreach opportunities and facilities in coordination with college and university. The department representative on the College Faculty Development Council will automatically be a committee member.

F . 3 Scholarships and Awards Committee

Responsibilities of the committee include the identification and selection of faculty and student scholarship and award recipients. The department representatives on the College Student Affairs Council and on the College Awards Committee will automatically be members of this committee.

F . 4 . Computer and Technology Committee

Responsibilities of the committee include the regular assessment of equipment, informing faculty of funding opportunities, and serving as equipment advisory source for faculty. The elected representative to the College Services and Facilities Council will automatically be a committee member.

F . 5 Curriculum Committee

Responsibilities of the committee include developing, reviewing and recommending curricular requirements and policies for approval of the department faculty. They may also appoint ad hoc committees to study particular issues.

F . 6 Art & Design Cabinet

The Art and Design Cabinet, consisting of the program director of each of the four organizational units, the Associate Chair, Chair, and Director of Graduate Education meet regularly to discuss issues relating to the operation of the programs and the department.

F. 7 Search Committees

Search Committees will include five appointed members. The Chair will name a diverse panel including a majority from the area of specialization, the balance from the department or college. Responsibilities of the committees include assisting the Chair in position description, recruiting and interviewing prospective faculty candidates, maintaining search records, and recommending candidates to the Chair.

F. 8 Ad Hoc Committees

Ad hoc committees have temporary responsibilities for one-time tasks. Ad hoc committees are organized and their responsibilities defined by the Chair.

III. Principles for Faculty Appointments and Position Responsibility Statement

A. 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 program, 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 program 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.

B. Position Responsibility Statement (PRS)

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. 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.

B.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.

B.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 seven years, as part of the annual review process, tenured faculty members should re-evaluate their position responsibility statements with their department chair.

B.3 Any modifications in the Position Responsibility Statement must be agreed between the department chair, the faculty member, and the program directors.

B.4 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.

C. Joint Appointments

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

IV. Faculty Evaluation: Annual Reviews, Review for Appointment Renewal, Advancement, Faculty Promotion and Tenure Actions, and Post Tenure Review

A. Faculty Evaluation

The university *Faculty Handbook* 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 "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.

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*, The College of Design's Governance document, and this document 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

The Department 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 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 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 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 Chair's evaluation and to have that written response accompany the Chair's recommendation to the Dean. Following this period, the Chair submits the merit salary recommendations to the Dean along with appropriate evaluative documentation.

IV 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:

C.1.1 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;

C.1.2 to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewer's findings; and

C.1.3 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.

Probationary tenure-track faculty under consideration for appointment renewal will be evaluated in terms of their potential and/or progress in meeting university/college criteria for promotion and tenure. The purpose of this review is to provide constructive, developmental feedback. A central component in this review is the candidate's written position responsibility statement (PRS). This statement is to be used to interpret the extent, balance, and scope of the faculty's scholarly achievement.

Departmental procedures are based on the college policies and procedures outlined in the *College of Design Governance Document*.

C.1.4 Notification of Review

The Chair will notify each probationary tenure-track faculty who is contractually scheduled for appointment renewal review of this review by the date established in the Timetable for Review. The Chair will notify each candidate of the content of the review documentation and submission date.

C.1.5 Candidate Documentation

The candidate documentation should parallel the guidelines for tenure and promotion that are outlined in the university P&T Document, (“Documentation Guidelines for Promotion and Tenure”) and *College of Design Governance Document* (Section IV). These documents provide information on the format and content of the Promotion and Tenure Vita and Faculty Portfolio including additional evidence required by the college.

The candidate’s documentation will include the current and prior PRS for the period under review and curriculum vita. The candidate documentation will be submitted to the Chair by the date established in C.1.8 Timetable for Review.

C.1.6 Review Process

C.1.6.1 Promotion and Tenure Committee

The Promotion and Tenure Committee, for the purpose of making advisory recommendations to the Chair, will conduct appointment renewal reviews. Prior to the committee review, the Chair will add to the candidate documentation the composite summary of student evaluations of teaching and comments covering the time period under review.

Based on the candidate’s PRS, the committee will review the evidence of scholarship as documented by the candidate. The committee will use the standards for promotion and tenure as outlined in both the university 1999 P&T Document and *College of Design Governance Document* to guide its review.

The committee recommendation will include documentation of the findings of the review as outlined in the *College of Design Governance Document*, This recommendation will be submitted to the Chair by the date established in section C.1.8 Timetable for Review

C.1.6.2 Department Chair/Dean

The Chair has the responsibility for the final determination of the departmental recommendation for appointment renewal. The Chair may consult the candidate’s program coordinator and faculty for information.

The Chair’s recommendation, with reference to the input of the department committee, will be forward to the candidate and to the dean. The candidate has two weeks to respond in writing to the dean. Prior to making an appointment renewal decision the Dean of the College of Design will meet with the Chair and possibly with the candidate.

C.1.7 Notification

After the appointment renewal recommendation by the Dean of the College of Design, the Chair will provide the candidate with a written evaluation that includes the appointment renewal decision, as well as facts and related rationale. The candidate will be notified of

the decision no later than the date established in *The Faculty Handbook*, “Appointment Procedures.”

C.1.8 **Timetable for Review**

Before September 1:

Chair to notify probationary tenure-track faculty of upcoming review.

Before fall semester finals week: Chair to notify probationary tenure-track faculty of content and due date of candidate review documentation.

February 1: Candidate review documentation to be submitted to the Chair, who will transmit it to Promotion and Tenure Committee.

March 15: Committee review to be completed with recommendation letter submitted to Chair.

April: Chair submits recommendation to dean and faculty member; faculty member given two weeks to submit a written response to the dean

Before May 15 or no later than established in *The Faculty Handbook*, whichever occurs first: Candidate receives official notification of action taken by the university.

IV 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 renewable for no more than a total of six years. The purposes of a review for appointment renewal are:

C.2.1 to review the cumulative performance of a lecturer faculty member vis-à-vis the Position Responsibility Statement and progress toward meeting advancement standards;

C.2.2 to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewers findings; and

C.2.3 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.

A committee of three faculty peers (two from the program and one from outside the program) will review the lecturer under consideration for reappointment. They will review the lecturer's teaching, currency of scholarship in the field, and service and send a letter of recommendation to the chair.

The chair will notify the candidate with a written proposal for renewal within two weeks of receipt of the renewal committee's recommendation.

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

A review for advancement to Senior Lecturer must be conducted no later than one semester prior to the end of six 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.

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:

C.3.1 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;

C.3.2 to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewers findings; and

C.3.3 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.

A committee of three faculty peers (two from the program and one from outside the program) will review the senior lecturer under consideration for reappointment. They will review the senior lecturer's teaching, currency of scholarship in the field, and service and send a letter of recommendation to the Chair.

The Chair will notify the candidate with a written proposal for renewal within two weeks of receipt of the renewal committee's recommendation.

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:

C.4.1 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;

C.4.2 to document the facts upon which the reviewers relied and clearly state the reasoned connection between those facts and the reviewers' findings; and

C.4.3 to determine the recommendations concerning the renewal of appointment.

Policy Persons appointed as adjunct faculty with 2-5 year appointments 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.

A committee of three faculty peers (two from the program and one from outside the program) will review the adjunct faculty under consideration for reappointment. They will review the adjunct's teaching, currency of scholarship in the field, and service and send a letter of recommendation to the Chair.

The Chair will notify the candidate with a written proposal for renewal within two weeks of receipt of the renewal committee's recommendation.

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.

IV D. Faculty Review

D.1 Tenure Track I Review Introduction

The Department of Art and Design adheres to the "Evaluation/Review", "Promotion and Tenure", and "Documentation Guidelines for Promotion and Tenure" policies and procedures (1999 P&T Documents) in *The Iowa State University Faculty Handbook* and the *College of Design Governance Document*, Section IV as approved by the college faculty 1988, revised 2003, in personnel procedures regarding promotion and tenure. These two documents provide a detailed discussion of the standards for promotion and tenure and the qualifications for each academic rank. The following sections detail the Department of Art and Design review processes as required by the university P&T Document.

D.1.2 Procedures for Promotion and Tenure Review

D.1.2.1 Selection of Faculty Candidate for Departmental Review

Other than required review for tenure consideration toward the conclusion of a probationary appointment, promotion and early tenure review will be determined by a process of self-nomination. The department executive officer will invite interested faculty to meet with him/her by the deadline established in section 6. Timetable for Review. The purpose of this conference will be to assess the faculty member's probability of success. Every effort will be made to mutually agree on a decision as to whether or not to proceed with a review. In cases of disagreement, the prospective candidate shall make the final decision. If after this conference the faculty member decides to seek promotion and/or early tenure, the Chair shall advise on and oversee the development of the candidate's Promotion and Tenure Vita and Faculty Portfolio.

D.1.2.2 Delay of Review

The department will follow the provisions and guidelines for extension of the probationary period and delay of required tenure review as outlined in the university P&T Document, "Promotion and Tenure."

D.1.2.3 Candidate Documentation

The candidate documentation guidelines are outlined in the university P&T Document, "Documentation Guidelines for Promotion and Tenure" and *College of Design Governance Document*, Section IV. These documents provide information

on the format and content of the Promotion and Tenure Vita and Faculty Portfolio. The university and college documents provide additional relevant information on standards for promotion and tenure as well as qualifications for academic rank and tenure. The college document notes additional evidence beyond the university document to be included in the candidate's documentation (Section IV, Standards for Promotion and Tenure)

The candidate will submit one copy each of the Promotion and Tenure Vita and Faculty Portfolio to the Chair. The candidate will also submit a full curriculum vita and the current and prior position responsibility statements (PRS) for the period under review. The candidate documentation is due by the date established in section D.1.9. Timetable for Review.

After notification by the Chair, the candidate will provide six copies of the Promotion and Tenure Vita, full curriculum vita, and PRS; and one copy of the Faculty Portfolio to be forwarded to the college.

D.1.2.4 Solicited letters of evaluation

2.4.1 **Outside the institution**

In accordance with university P&T Document and the *College of Design Governance Document* (Section IV), the Chair will solicit letters of evaluations from impartial professionals outside the university. At least three, but no more than six letters should be solicited. The candidate should suggest names of potential reviewers, providing a short written rationale for their appropriateness.

The candidate will prepare a dossier documenting accomplishments in scholarship. A copy of this dossier and a current curriculum vita will be sent to each outside evaluator. The necessary number of copies of these materials is due to the Chair by the date established in section D.1.9. Timetable for Review.

2.4.2 **Other letters**

In accordance with university P&T Document and the *College of Design Governance Document* (Section IV), other letters may be solicited by the Chair or departmental promotion and tenure review committee.

D.1.5 Department Promotion and Tenure Committee

1.5.1 **Composition and election:**

The Promotion and Tenure Committee is composed of 5 members of the tenured faculty to be elected by the voting members of the faculty, as set out in Part II of the *A&D Governance Document*. All candidates for the committee must meet the following criteria:

- 5.1.1 have served on the department faculty for two full years,
- 5.1.2 be a tenured member of the faculty,
- 5.1.3 not to be considered for promotion review during the first year of committee membership, and
- 5.1.4 not serving concurrently on the college Promotion and Tenure Committee.

At least two members of the committee must hold the rank of professor. Each elected committee member's term of office is 2 years. Terms of office are to be staggered. If a committee member resigns, a replacement election will be held to complete that member's unexpired term. At the completion of a 2-year term on the Promotion and Tenure Committee, an individual becomes ineligible for membership for a period of one academic year. Annual committee member elections are held as established in section D.1.9. Timetable for Review.

When reviewing candidates for advancement to senior lecturer, the Promotion and Tenure Committee will include, if needed a sixth voting member, holding the rank of lecturer or senior lecturer. The sixth member will be nominated and elected by the faculty in February for a one-year term for the following academic year.

A member of the committee can not be involved in promotion reviews in the year he/she is under consideration for promotion. If a seated committee member is to be reviewed for promotion he/she must resign from the committee and a replacement election will be held..

As noted in the university P&T Document, "the Chair must inform the candidates in writing of the identity of the members of the department review committee and any other departmental committees that will be involved in the evaluation."

D.1.6 Review procedures

The Chair shall convene the first meeting of the Promotion and Tenure Committee in order to summarize the number and types of reviews on hand, discuss criteria, answer procedural questions, and provide candidate(s) review materials. After this, the Chair shall not be involved in the deliberations of the committee, which will elect its own chairperson.

If reviewing an individual whose scholarship/research/instructional area is not represented by a member on the Promotion and Tenure Committee, the committee may seek the advice of faculty from the candidate's program area in order to clarify information presented. As noted in the university P&T Document, "any committee member who has a conflict of interest with respect to a candidate shall not participate in the consideration of that individual or have access to review materials."

The committee will use the candidate's PRS as the basis for review of the evidence of scholarship as documented in the candidate's Promotion and Tenure Vita, Faculty Portfolio, and letters of evaluation provided by the Chair or sought by the committee. The committee will use the standards for promotion and tenure as outlined in both the university P&T Document and *College of Design Governance Document* to guide its review.

During the review process, the committee may suggest modifications/refinements of the candidate's Promotion and Tenure Vita

and Faculty Portfolio for clarity and completeness. It will be the sole decision of the candidate to incorporate these suggestions or not prior to forwarding on the documentation.

D.1.1.7 Recommendations of the Department Promotion and Tenure Committee

As noted in the university P&T Document, “the promotion and tenure review committee will report in writing to Chair the results of its review, including all formal votes.” The content of this report is outlined in the university P&T Document (“Documentation Guidelines for Promotion and Tenure”). This report is to be completed by the date established in section D.1.9. Timetable for Review.

D1.8 Recommendations of the Department Executive Officer

The Chair will prepare a Recommendation for Promotion and Tenure form for each candidate. The Chair will follow procedures for forwarding recommendations, notification to the department promotion and tenure review committee and the candidate, and the right of review as outlined in the university P&T Document, (“Promotion and Tenure” and “Documentation Guidelines for Promotion and Tenure”.)

D.1.1.9 Timetable for Review

February faculty meeting: Nominations to be received for Promotion and Tenure Committee with written ballot elections to be completed by March 1.

Before March 1 Chair will initiate the review process for the subsequent year. Candidates for tenure review and faculty interested in promotion consideration will meet individually with the Chair.

April 1: Candidate dossier and curriculum vita due to the Chair.

April 15: Chair to have sent materials to external professional reviewers.

August 1: Reviews by external professionals and letters from collaborators and ISU colleagues to be received by the Chair.

First day of fall semester classes: Candidate review documentation to be submitted to the Chair.

September 20: Department Promotion and Tenure Committee review to be completed with recommendation(s) submitted to the Chair.

October 10: Chair recommendations to be completed and candidate notified.

October 15: Chair to forward candidate's documentation and recommendations to the college.

Dates for college committee review to be completed; recommendations to be submitted to the dean; dean's review to be completed; recommendations to be submitted to the provost and candidate notification will be determined and announced by the university and college administration.

D.1.10 Notification of Progress and Outcome

The Chair shall inform every candidate of the progress and/or outcome of each level of review in a timely manner and in accordance with the university 1999 P&T Document.

D.2.1 Advancement of Non-Tenure Eligible Faculty Introduction

The Department's standards for advancement from lecturer to senior lecturer are consistent with those stated in the University Faculty Handbook and in the College of Design Governance Document, namely:

A candidate for advancement to the rank of senior lecturer is expected to present evidence of 1) excellent teaching; 2) on-going professional development; 3. institutional service; and 4.) exemplary performance in any other areas specified in his/her Position Responsibility Statement.

The following sections detail the Department of Art and Design review processes as required by the university P&T Document.

D.2.2 Procedures for Advancement Review

D.2.2.1 Selection of Faculty Candidate for Departmental Review

Other than required review for advancement consideration no later than one semester prior to the end of six years of continuous employment, early advancement review will be determined by a process of self-nomination. The chair will invite interested faculty to meet with him/her by the deadline established in section D.2.8. Timetable for Review. The purpose of this conference will be to assess the faculty member's probability of success. Every effort will be made to mutually agree on a decision as to whether or not to proceed with a review. In cases of disagreement, the prospective candidate shall make the final decision. If after this conference the faculty member decides to seek early advancement, the Chair shall advise on and oversee the development of the candidate's Advancement Vita and Faculty Portfolio.

D.2.2.2 Delay of Review

The department will follow the provisions and guidelines for delay of required advancement review as outlined in the university Faculty Handbook.

D.2.2.3 Candidate Documentation

The candidate documentation guidelines are outlined in the university faculty handbook and the *College of Design Governance Document*, Section IVD. These documents provide information on the format and content of the Faculty Portfolio and Vita. The university and college documents provide additional relevant

information on standards for advancement as well as qualifications for academic rank.

A candidate for advancement to the rank of senior lecturer is expected to present evidence of

- 1) Excellent Teaching and Advising:
Documentation may include items such as course syllabi, additional instructional materials, student course evaluations, peer reviews, and statement of teaching philosophy. (see College Governance Document IVD3a for additional guidelines.)
- 2) On-going Professional Development:
Documentation may include information on classes, workshops lectures, seminars or conferences attended or new skills developed through individual research.
- 3) Institutional Service:
List areas of service and provide evidence of quality when possible. (Refer to College Governance Document IV3d)
- 4) Exemplary performance in any other areas specified in his/her Position Responsibility Statement.

The candidate will submit one copy each of the Advancement Vita and Faculty Portfolio to the Chair. The candidate will also submit a full curriculum vita and the current and prior position responsibility statements (PRS) for the period under review. The candidate documentation is due by the date established in section D.2.8. Timetable for Review.

After notification by the Chair, the candidate will provide six copies of the Advancement Vita, full curriculum vita, and PRS; and one copy of the Faculty Portfolio to be forwarded to the Department Promotion and Tenure Committee.

D.2.4 Department Promotion and Tenure Committee

2.4.1 Composition and election:

The Promotion and Tenure Committee is composed of 5 members of the tenured faculty to be elected by the voting members of the faculty, as set out in Part II of the *A&D Governance Document*. (Refer to section IV.D.1.5 in this document for further information.)

When reviewing candidates for advancement to senior lecturer, the Promotion and Tenure Committee will include, if needed, a sixth voting member, holding the rank of lecturer or senior lecturer. The sixth member will be nominated and elected by the faculty in February for a one-year term for the following academic year.

D.2.5 Review procedures

The Chair shall convene the first meeting of the Promotion and Tenure Committee in order to summarize the number and types of reviews on hand, discuss criteria, answer procedural questions, and provide candidate(s) review materials. After this, the Chair shall not be involved in the deliberations of the committee, which will elect its own chairperson.

If reviewing an individual, whose instructional area is not represented by a member on the Promotion and Tenure Committee, the committee may seek the advice of faculty from the candidate's program area in order to clarify information presented. As noted in the university P&T Document, "any committee member who has a conflict of interest with respect to a candidate shall not participate in the consideration of that individual or have access to review materials."

The committee will use the candidate's PRS as the basis for review of the evidence of teaching, advising and professional development as documented in the candidate's Advancement Vita and Faculty Portfolio. The committee will use the standards for advancement as outlined in both the university P&T Document and *College of Design Governance Document* to guide its review.

During the review process, the committee may suggest modifications/refinements of the candidate's Advancement Vita and Faculty Portfolio for clarity and completeness. It will be the sole decision of the candidate to incorporate these suggestions or not prior to forwarding on the documentation.

D.2.6 Recommendations of the Department Promotion and Tenure Committee

As noted in the university P&T Document, "the promotion and tenure review committee will report in writing to Chair the results of its review, including all formal votes." The content of this report is outline in the university P&T Document ("Documentation Guidelines for Promotion and Tenure"). This report is to be completed by the date established in section D.2.8. Timetable for Review.

D.2.7 Recommendations of the Department Executive Officer

The Chair will prepare a Recommendation for Advancement form for each candidate. The Chair will follow procedures for forwarding recommendations, notification to the department promotion and tenure review committee and the candidate, and the right of review as outlined in the university P&T Document, ("Promotion and Tenure" and "Documentation Guidelines for Promotion and Tenure".)

D.2.8 Timetable for Review

February faculty meeting: Nominations to be received for Promotion and Tenure Committee, including the one-year lecturer or senior lecturer position (if needed), with written ballot elections to be completed by March 1.

Before March 1: Chair will initiate the review process for the subsequent year. Candidates for advancement to senior lecturer will meet individually with the Chair.

First day of fall semester classes: Candidate review documentation to be submitted to the Chair.

September 20: Department Promotion and Tenure Committee review to be completed with recommendation(s) submitted to the Chair.

October 10: Chair recommendations to be completed and candidate notified.

October 15: Chair to forward candidate's documentation and recommendations to the college.

Dates for college committee review to be completed; recommendations to be submitted to the dean; dean's review to be completed; recommendations to be submitted to the provost and candidate notification will be determined and announced by the university and college administration.

D.2.9 Notification of Progress and Outcome

The Chair shall inform every candidate of the progress and/or outcome of each level of review in a timely manner and in accordance with the university 1999 P&T Document.

The Department's standards for advancement from lecturer to senior lecturer are consistent with those stated in the University Faculty Handbook and in the College of Design Governance Document, namely:

A candidate for advancement to the rank of senior lecturer is expected to present evidence of 1) excellent teaching; 2) on-going professional development; 3. institutional service; and 4.) exemplary performance in any other areas specified in his/her Position Responsibility Statement.

IV D.3 Post Tenure Review

D.3.1 Introduction

It is the overall philosophy and mission of this document to guide the development of departmental post tenure review policies toward a vision of creative self-renewal and away from a punitive vision, which so threatens individual academic freedom. Toward this end, the Department of Art and Design hereby reaffirms its commitment to academic freedom and the institution of tenure which is its surest guarantee.

The purpose of post-tenure review in the Department of Art and Design shall first and foremost be to encourage the creative renewal of the individual faculty member through a self-directed review that respects the right of each tenured faculty member to exercise personal choice over scholarly activities, within the general bounds of professional conduct. The PTR process must in all cases and aspects reaffirm the dignity and honor of the academic profession and the personal and professional respect to which a tenured faculty member is entitled.

D.3.2 Procedures for Post Tenure Review

3.2.1 Review Participants and Selection

Each individual tenured faculty member shall be reviewed no more than once every seven years, except that an earlier review may occur upon the written request of the faculty member in question. Specifically, except by such individual request, no PTR shall commence until seven complete academic years have passed since the most recent of the following dates: the effective date of the appointment to the ISU faculty; the effective date of the award of tenure; the complete date (after appeals) of the most recent review for promotion; or the completion date (after appeals) of the previous PTR.

No individual holding tenure in whole or in part in this department shall be exempt from review. The review period will be adjusted to exclude the period of major (75% or greater) administrative appointment within or without the department (i.e., the period since the applicable date determined in the previous paragraph until the administrative appointment and the period after this appointment will be combined to compute the seven complete academic years). Faculty members holding other administrative appointments within or without the department will be reviewed under the normal time schedule. However, no individual shall be scheduled for review in any year in which he or she will be absent from campus due to medical, disability, family, maternity, or paternity, faculty improvement, disciplinary, or other approved leave, paid or unpaid. Faculty members who are formally on phased retirement (i.e. paperwork has been signed and approved) will be excluded from PTR.

During the initial adoption of this policy and any subsequent year a fraction of the tenured faculty roughly equal to no more than one-seventh of the tenured faculty will be reviewed in any given year. Initial selection of faculty to be reviewed will be selected first by solicitation of volunteers and then by rank ordering since effective date of awarding last promotion or tenure to each faculty member.

3.2.2 **Post Tenure Review Committee**

The faculty member under review and the Chair shall jointly appoint that faculty member's review committee. The faculty member and Chair shall ascertain that there will be no conflict of interest with the members of the PTR committee and the faculty member under review. The committee shall consist of 3-5 members, all of whom shall hold tenured appointments and none of whom shall hold administrative appointments. At least two to the committee members will be from the faculty member's organization unit or for faculty with an extension and outreach appointment, faculty with a 50 percent or greater appointment in extension and outreach. At the request of the faculty member under review, one or two panel members may be chosen from outside the member's department. In all cases, however, the review committee members shall possess relevant knowledge and experience in the general field and/or area of the individual member's specialization. The function of this review committee is to provide an independent perspective to assist the faculty member in his or her review process.

D.3.3 Performance Standards

The principal document establishing the faculty member's performance obligation is the faculty member's contract. Any elaboration or alteration of the contractual duties by means of a position responsibility statement (PRS) or other device shall occur only by mutual written agreement between the faculty member and the appropriate university officer. If changes in the faculty member's duties resulted in several PRSs during the review period, all of these PRSs should be considered by the review committee.

The review shall consider the faculty member's scholarship and other contributions in the areas of teaching and advising, research/creative activities; extension/professional practice/ and service activities as specified in the faculty member's PRS. The faculty member, whose professional competence has been rigorously established in the granting of tenure, is at all times entitled to a presumption of competence; the burden of proof for any contrary statement or finding must fall on those making said claim.

D.3.4 Review procedures

3.4.1 **Notification of review:**

Reviews will normally occur in spring semester. Faculty members to be reviewed shall be notified in writing by the Chair during the second week of the fall semester of their upcoming review the following academic year.

3.4.2 **Submission of documentation**

Materials for review by the PTR committee, in the form of a PTR Portfolio, will be submitted to the committee no later than the end of the second week of classes during the fall semester.

3.4.3 **PTR committee review**

The Chair will convene the first meeting of the committee to review the purpose and procedures of the PTR. After this the Chair shall not be involved in the deliberations of the committee, which will elect its own chairperson. The PTR committee will use the PTR Portfolio submitted by the faculty member as the basis of their review.

The review of teaching shall consider the complete range of evidence available. While student evaluations should be included, sole or even predominant reliance shall not be placed on this one source. Rather, the entire portfolio of teaching materials shall be examined. Measurements of actual student performance should be compared to established standards appropriate to the courses in question. The faculty member being reviewed may request classroom visits by one or more members of the review committee.

The standards and methods used to review research/creative activity must respect the right of the tenured faculty member to select his or her own topics for investigation and study and to pursue these topics patiently and thoroughly over the course of the academic career. Emphasis in the review must be placed on the overall scholarly merit of the research/creative activity. The PTR committee is expected to

familiarize themselves with and evaluate the faculty member's entire body of scholarly inquiry.

The committee may request additional supporting materials from the faculty member and/or meet with the faculty member for clarification. After individual review of the portfolio, the PTR committee will convene to discuss their observations and prepare a written statement. This review will be completed by the end of the sixth week of classes during the spring semester.

3.4.4 **Reporting findings**

During the next two weeks a meeting will occur with the PTR committee, the faculty member being reviewed, and the Chair in attendance, to discuss the findings of the committee. At the conclusion of the meeting, PTR committee must present their written report to both the faculty member being reviewed and the Chair. The faculty member may respond in writing to any issue of the PTR and the committee's report. Any written response shall become a part of the review record.

3.4.5 **Review of findings with Chair**

After no less than 10 working days, the Chair will review with the faculty member the findings; the faculty member's written response, if any; and a plan for future development based on goals and suggestions derived from the PTR.

3.4.6 **Conclusions and consequences**

3.4.6.1 **Adverse consequences**

The policy of PTR does not change the circumstances under which tenured faculty can be dismissed from the university. Grounds for dismissal remain those listed in the Faculty Handbook under Faculty Dismissal Procedures. A PTR committee shall not recommend any adverse personnel action without the written consent of the faculty member being reviewed.

3.4.6.2 **Enabling**

Any recommendation of a PTR committee for new directions or other improvements in teaching, research/creative activities or extension/outreach shall be accompanied by a specific identification of the resources needed to accomplish the recommendation. Both the department and the university shall make good faith efforts to provide these resources within a reasonable time. Recommendations not supported within a reasonable time shall be null and void for purposes of any future PTR or other evaluation.

3.4.7 **Dissemination of findings**

The faculty member being reviewed shall receive copies of all findings, conclusions and recommendations of the PTR committee, and on request, of any written evidence on which they are based. Neither the findings, conclusions, or recommendations of the PTR committee nor the evidence on which they are based shall be circulated to anyone besides the Chair without advance written permission of the faculty being

reviewed. All copies of this PTR file shall be returned to the faculty member following completion of any subsequent post tenure or promotion review.

D.3.5 Faculty PTR Documentation

Each faculty under PTR will submit a PTR Portfolio for consideration by the PTR committee. The portfolio should document the activities and achievements in support of scholarship and the individual PRS (s) related to the review time period.

At the first PTR, a faculty member who has been tenured or in academic rank for a period longer than the seven academic years (as described in 3.2.1 above) has the option of documenting the last seven years or the years since the last change in rank or tenure.

D.3.5.1 **Post Tenure Review Portfolio**

The PTR Portfolio will include three sections:

3.5.1.1 A personal appraisal of the faculty member's performance during the review period.

3.5.1.2 An outline of activities and achievements in teaching/advising, research/creative activities, extension/professional practice, and institutional/professional service.

3.5.1.3 Support materials for 1 and 2 above.

D.3.5.2 **Support materials**

3.5.2.1 **Required materials**

Position responsibility statement(s) for the review period.

Current complete curriculum vitae

Faculty activity reports

Student evaluations and student learning outcome assessment measures and evidence of achievement

Ease reports

3.5.2.2 **Optional materials**

The evidence of activity and achievement *may include, but is not be limited to*, the following:

Teaching portfolio of materials such as syllabi, examinations, assignments, project descriptions

Documents related to responsibilities as graduate POS member or major professor

Visual evidence of creative output

Written evidence of scholarly presentations and publications

Written evidence of grants and awards received

V. Policy for Evaluating The Chair

The Department Chair is reviewed by the Dean with the assistance of the department faculty, normally in the penultimate year of the contract; the reviews of Associate Chairpersons are conducted by the Chair as part of annual faculty evaluations. Ad hoc committees may be identified by the Dean or the Chair to assist in the evaluation of performance and development. Reviews result in the following outcomes: a self-assessment by the administrator, a performance evaluation of the administrator and office, and the provision for formal consultation involving the Dean, the Chair and the department faculty.

Following this appraisal the Dean and the Chair discuss results with reviews, thus providing an opportunity for exchange of ideas that would be of benefit to the individual, the department and the college.

VI. Policies and Procedures for Amending the Governance Document

Proposed amendments to the Department Governance Document, excluding the appendices may be requested by the Chair or by the voting members of the faculty. Proposed amendments are submitted to the Chair for inclusion on the agenda of the succeeding department faculty meeting. At that meeting, the proposed amendment will be presented to the faculty. At the next department faculty meeting, a simple majority vote of those voting faculty present shall be required for the proposed amendment to be submitted to the entire faculty for vote by written ballot. Two thirds of all voting faculty must vote in the affirmative for passage of an amendment. Amendments to the appendices are accomplished through simple majority vote of the voting faculty.

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the
Governance Document, Department Records

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Appendix A

Mission of the Department

The department is a comprehensive center for scholarship in teaching, research and service in art and design. The department is a major element of the College of Design and, together with the departments of Architecture, Landscape Architecture, and Community and Regional Planning, forms a unique and innovative interdisciplinary environment. Although all academic programs are grounded in the requisites of the profession, each is distinctly different.

The Mission of the Department of Art and Design is to achieve excellence in undergraduate and graduate art and design study, which enriches and enlarges the student's potential while providing competent career preparation. This preparation includes a balance of general education with art/design studies; an emphasis on the process of visual/creative problem solving [as a means to develop critical reasoning]; an appreciation of diversity and the encouragement of interdisciplinary relationships; identification of the artist/designer's responsibilities to society; a commitment to faculty professional development and creative/scholarly research; and a commitment to the service needs of the university, community, and profession.

If we are to successfully meet the challenges facing higher education and continue the development of a quality program it is essential to establish goals and objectives that provide a common context for the efforts of students and faculty. The department will work to achieve the following goals and objectives through administrative and committee development of the mission implication statements. The mission statement will be reviewed and updated by the department faculty every five years or as deemed appropriate. Written and approved: 1982; major revisions: 1993.

EDUCATIONAL GOALS

1. Maintain a balance of general education studies, art/design foundations and art/design advanced studies.
 2. Commit to the general education and service needs of the university and the continuing education needs of the community.
 3. Achieve excellence in undergraduate and graduate art/design study.
 4. Encourage interdisciplinary study in art/design education.
 5. Commit to faculty professional development and creative/scholarly research.
 6. Appreciate the diversity and interrelationships inherent among department specializations.
 7. Emphasize the process of visual/creative problem solving in art/design courses.
 8. Identify the responsibilities of the artist/designer to humanity and society.
-
1. Maintain a balance of general education studies, art/design foundations and art/design advanced studies.

Undergraduate education in art and design at Iowa State University should enrich and enlarge individual potential, as well as provide competent career preparation. This includes general studies outside of the College of Design, foundation art/design studies within the college and advanced art/design studies within the department.

Educational Objectives

General Education Studies:

- To develop effective communication skills
- To develop critical thinking/problem solving abilities.
- To promote and create awareness of diversity and choice.
- To provide comparative and cross-cultural study.
- To provide insights into environmental, sociological, technological, scientific, intellectual and cultural history and contemporary thought.
- To enrich and complement art/design study.

Art/Design Foundation Studies:

- To provide an overview of art/design disciplines and their roles in society.
- To gain a knowledge of art/design history and the work of contemporary artists and designers.
- To develop a basic competency in visual organization, media and techniques.
- To introduce the process of visual/creative problem solving.
- To develop aesthetic judgment and recognition of the expressive, ethical, sociological, environmental, philosophical, psychological and cross-cultural implications of the work of the artist/designer.
- To appreciate the interrelationships that exist within the art/design disciplines.

Art/Design Advanced Studies:

- To provide the background necessary to enter the various fields of art/design.
- To provide the background necessary to enter graduate school in art/design or related fields.
- To provide the background necessary to appreciate and support quality art/design and continue in the development of personal art/design work.

Implications

General Education Studies:

- Reassert the value of education not only as a preparation for career or advanced education, but also as something that makes a positive, intended difference in the quality of life for the individual and for society.
- Continue department English proficiency requirement.
- Continue to require a standard minimum of specific courses/credits within the four general education subject groups.
- Provide for both breadth and depth of study in general education as well as sufficient flexibility to meet the needs of individual curricula.

Art/Design Foundation Courses:

- Provide a foundation of department and college courses including experiences in drawing, design, theory and history.
- Provide for some flexibility of selection among basic art/design courses beyond foundation requirements.

- Place emphasis upon the interrelationship between art and design.
- Provide for some overview of the historical development of all art/design subject areas through existing or new courses.
- Provide students with an appropriate background for any department curriculum.
- Build upon the objective of general education in such areas as communication skills and critical thinking.

Art/Design Advanced Studies:

- Balance visual/creative problem solving with technical training in all art/design courses.
- Build upon the objectives of general education and art/design foundation studies.

2. Commit to the general education and service needs of the university and the continuing education needs of the community.

The department is not exclusively involved in the education of students enrolled in its degree programs. Art/design history, theory and studio courses have potential to enrich the general education of every university student, as well as provide for the specific service needs of particular departments.

Outreach programming such as informal education/service experiences and formal on- and off-campus teaching for adults, youth and professionals is the responsibility of the department faculty and the cooperative extension program. The department needs to increase the outreach potential of our program within the context of other educational goals.

Educational Objectives

General/Service Education:

- To provide insight into the significance of art/design for the individual and for society.
- To provide insight into art/design history and the work of contemporary artists/designers.
- To provide the background necessary to appreciate and support the development of quality art/design in society and to continue personal studio activity as an avocation.
- To offer art/design courses that enrich and complement the specific education needs of other departments.
- To support the college design studies minor.

Integrated Outreach:

- To help individuals enhance the quality of their lives through the utilization and appreciation of art/design.
- To make the results of creative/research activity available to art/design professionals, the university community and the general public.
- To strengthen ties between the department and art/design professionals in the state.
- To encourage faculty service to their professional fields at state, regional and national levels.
- To increase faculty/student understanding of opportunities and benefits of integrated outreach.
- To encourage faculty/student service opportunities and linkages between the department and state.

Implications

General/Service Education:

- Maintain the visibility of art history courses as general education options for students outside the department.
- Encourage the involvement of students outside the department in appropriate studio courses able to accommodate this audience.
- Review the potential for developing a general education arts requirement for university consideration.

Integrated Outreach:

- Identify art/design needs within the state that have department research implications or could benefit from faculty/student input.
- Work to strengthen the program so it more broadly meets the art/design needs of the state.
- Develop department outreach involvement in such areas as workshops, conferences, and off-campus instruction.
- Review the potential for establishing a faculty coordinator for department outreach programming.

3. Achieve excellence in undergraduate and graduate art/design study.

All areas of department activity are involved in the development of program excellence; including student recruitment, facilities, curricular content and structure, teaching effectiveness, faculty/student ratios, faculty achievement, curriculum relationships with other programs, academic advisement and student/alumni achievement.

Educational Objectives

Art/Design Study:

- To provide program opportunities that will stimulate individual student exploration and creativity.
- To provide for inter- and intra-department experiences that broaden and strengthen existing programs.
- To foster informal learning opportunities between undergraduate and graduate students.
- To encourage the dissemination of the results of research/creative activity through in-house, outreach and professional forums.
- To utilize appropriate review processes that will assist in measuring program outcomes.

Undergraduate Study:

- To create an environment that challenges and encourages students to achieve their potential.
- To work toward a faculty/student ration of no more than 1 to 18 within all department curriculum areas.
- To strengthen existing program areas setting priorities to enhance department strengths.

Graduate Study:

- To develop a high level of achievement in all areas of graduate study.
- To identify a clear program direction for graduate education.
- To provide additional faculty resources to strengthen the graduate program.
- To develop a terminal graduate degree for all department areas.
- To provide a common art/design experience for all graduate students.

Implications

Art/Design Study:

- Increase program involvement with visiting art/design professionals through studio critiques, artist/designer residencies and seminars.
- Increase inter-institutional and foreign study opportunities for students.
- Support the development of department and college facilities based on program priorities.
- Provide appropriate forums for sharing of faculty instructional and research activity.
- Generate data supporting the need to bring department salaries to a level with faculty in comparable art/design departments and within the college.
- Maintain program entrance requirements and portfolio review, and continue to make degree changes to maintain enrollment levels appropriate for faculty and facility resources.
- Maintain standards of excellence and student performance expectations in each program area.

Undergraduate Study:

- Increase contact with alumni and art/design related businesses and seek their support in department development.
- Establish enrollment management in the Art and Design BFA curriculum.
- Sponsor seminars designed to improve the quality of department instruction.
- Establish professional advisory boards in all areas to assist in program development.
- Maintain department review, evaluation and application of transfer credits.
- Improve academic advisement by exploring alternatives to the present structure/system.

Graduate Study:

- Establish graduate teaching and advising as part of the regular teaching load of department faculty.
- Work to increase faculty representation as full members of Graduate Faculty.
- Establish an MFA degree in all program areas and continue development with other college departments the proposal of an interdisciplinary PhD degree.
- Increase the number of independent 500-level course offerings.
- Continue graduate courses with selected 400-level courses to promote interaction between graduate and undergraduate students.
- Work to acquire additional and equitable graduate studio space and resources to improve graduate program quality.
- Establish a ceiling or critical mass and maintain this number of graduate students in department program areas appropriate to department resources and faculty numbers.

4. Encourage interdisciplinary study in art/design education.

Educational relationships exist between the department art/design specialization's and the other design disciplines in the college and university. The department supports appropriate educational efforts to further develop student and faculty understanding of and participation in such relationships.

Educational Objectives

- To promote the interdisciplinary nature of foundation courses in order to educate students in the general nature of the art/design process.

- To support the development of appropriate interdisciplinary activity at the department, college and university levels.
- To encourage activities that increase college and university faculty and student understanding of and respect for art/design disciplines.

Implications

- Develop interdisciplinary courses where potentially beneficial relationships exist.
- Give appropriate recognition and encouragement to faculty involvement in interdisciplinary activity.
- Sponsor forums that encourage department, college and university interaction.
- Encourage interdisciplinary study in department curricula at the advanced level.

5. Commit to faculty professional development and creative/scholarly research.

Excellence of teaching is based on active creative productivity and academic scholarship. Such involvement enriches the instructional program, brings recognition to the department and improves the ability of the department to serve the art/design professions and the general public.

Educational Objectives

- To further individual faculty growth through the encouragement of professional involvement at state, regional and national levels.
- To encourage and increase the potential for faculty creative/scholarly research.
- To enrich department instruction through the use of creative/scholarly research in the studio/classroom.
- To encourage the dissemination of faculty creative/scholarly research through appropriate professional forums; such as conference presentations, journal publications and invitational/juried exhibitions at the regional and national levels.
- To encourage interdisciplinary art/design research in the department and college.

Implications

- Promote utilization of existing professional development opportunities; such as faculty improvement leaves, university/college research and innovative teaching grants, government and private grants, competitive exhibitions, design competitions and fellowships and appropriate gallery/professional affiliations.
- Work to provide released time for research/creative activity for faculty more in equity with other college departments.
- Promote faculty research presentations/seminars, faculty inter-institutional exchange programs and inviting appropriate conferences to the university.
- Secure additional faculty research and studio space.
- Improve department and college budgets for research, creative activity and professional travel.
- Promote faculty forums dealing with creative research and practical scholarship.

6. Appreciate the diversity and interrelationships inherent among department specializations.

The interrelationship of art and design is complex and many faceted. Art and design are historically interdependent. Each of these areas can proceed from the point of view of the creator, the product or the participant relative to levels of abstraction reflecting human experience. In a very basic sense, a good designer is a good artist and a good artist is a good designer.

INTERRELATIONSHIPS

internally generated	ORIGIN	externally generated
emphasis on intuition	CREATIVE ACTION	emphasis on intellect
personal need	FUNCTION fulfills human needs: physical/spiritual/emotional	interpersonal need
personal	PRODUCT	interpersonal
meaning in form or content not easily described in words; symbolic metaphor	EXPRESSION	likely to be a content more readily described; communication of an idea
subjective general universal	VISUAL RELATIONSHIPS/ STRUCTURAL RELATIONSHIPS	objective concrete specific
two-dimensional	FORM three-dimensional	inter-dimensional

Educational Objectives

- To formulate educational goals and objectives which allow for diversity of program areas and faculty interests within the department and college.
- To promote and support the development of innovative content and instruction in basic and advanced courses.
- To respect and support faculty in student and peer interaction.

Implications

- Take positive steps to promote a high level of professionalism in interactions between faculty and between faculty and students.
- Base department decision making on the promise that program areas are educationally interdependent.
- Provide sufficient autonomy for curriculum areas with a specific career focus so they may respond to changing professional expectations.
- Support the legitimate diversity of department program areas when considering program standardization, department and college policies and procedures, and establishment of priorities.

7. Emphasize the process of visual/creative problem solving in art/design courses.

The process of visual/creative problem solving is in large measure responsible for the success or failure of the resulting work. An important part of this process is involved with creative activity and the search for new modes of expression. If emphasis is on the practical and product the importance of visual/creative problem solving processes could be obscured.

Educational Objectives

- To promote the intuitive as a complementary mode of understanding to analytical and critical reasoning ability.
- To promote the role and importance of the visual/creative problem solving process in the assignment and evaluation of studio problems.
- To promote student research into the nature of visual/creative problem solving.

Implications:

- Encourage, when appropriate, the use of visual/creative problem solving methodology.
- Involve students with current trends in art/design.
- Promote individual and group outside-of-class activities which demonstrate and develop visual/creative problem solving skills; such as spontaneous exhibits, an experimental gallery and competitions.
- Develop forums for the exploration of the ethical, environmental and aesthetic issues involved in the visual/creative problem solving process.
- Regularly bring artists and designers from outside the university to enrich studio education.
- Continue to incorporate and expand new technology, including computational resources, as a design tool in studio instruction and creative research.

8. Identify the responsibilities of the artist/designer to humanity and society.

Art/design study should reflect a humanistic orientation in preparing students to accept appropriate responsibility for the social and physical environment they help to shape and influence.

Educational Objectives

- To understand and accommodate within the educational program diverse student backgrounds.
- To promote understanding of the range of important societal responsibilities of the artist/designer.
- To recognize the potential conflict for the individual between aesthetic expression and social responsibility.

- To develop a sense of ethical responsibility toward other artists/designers and their work.
- To challenge students to work toward developing a personal and professional value system which will be reflected in their art/design work.

Implications

- Recognize and discuss the legal issues affecting the artist/designer.
- Identify ethical issues and their implications that affect the artist/designer and incorporate discussion in area courses.
- Present art/design history in a social/political/cultural/global context to show the way in which art and design respond to the needs and conditions of their time.
- Strengthen the theoretical and philosophical content of art/design history courses.
- Continue to promote appropriate use of student creative license, social and ethical behavior.
- Promote faculty awareness of and responsiveness to student violations of accepted standards of originality in coursework and of social behavior in the studio/classroom.

Approved: 1/93

Appendix B

General Organization of the Department

The Department of Art and Design is presently organized into four undergraduate units, reflecting the three-degree granting programs and the core. The units are Integrated Studio Arts (Art and Design studio curriculum), Graphic Design, Interior Design, and Core (Art History, Foundations, Art Education, Theory, Criticism, and Technology).

The Integrated Studio Arts, Graphic Design and Interior Design units (degree granting) will have Program Directors, the Core will have a Director. All unit directors are appointed by the CHAIR, for a term (usually) of 3 years and are members of the cabinet. The Art and Design Cabinet consists of the CHAIR, Associate Chair, and the director of each of the four organizational units of the department.

ORGANIZATIONAL CHART

Art and Design Department

Appendix C

Administrative Organization

The administrative organization outlined here describes the roles and responsibilities of administrators in the Department of Art and Design. Faculty are appointed by the Chair to serve in these administrative capacities in addition to their teaching, research, and service activities. Adjustments in teaching responsibilities will be made for Program Directors, Core Director and Associate Chair.

The role of the Chair, is described in the *College of Design Governance Document*. The Chair is responsible for staffing, budget, and program development.

The Associate Chairperson is responsible for assisting with staff assignments, scheduling, records, new student orientation, research and management of physical facilities

Interior Design and Graphic Design Program Coordinators- Duties and Responsibilities

1. Work with faculty to set the undergraduate and graduate curricula - goals, objectives, courses offered, content and sequencing.
2. Meet with students in regard to the curriculum and program.
 - share information on the curriculum with prospective graduate and undergraduate students
 - address student concerns and grievances as related to the program
 - send students to discuss issues with a faculty member (as appropriate)
 - send students to discuss issues with the Chair (as appropriate)
3. Coordinate the summer internship experience.
 - organize placement of student interns
 - communicate with host firms and studios
 - evaluate internships
 - submit grades
 - assess quality of host firms
4. Provide for the Chair the semester teaching schedules - time offerings, room use and instructional faculty. Provide names of regional practitioners when needed to assume teaching responsibilities for given courses.
5. Provide leadership for program areas.
 - schedule and preside over faculty meetings
 - lead curriculum discussion
 - provide opportunities for students
 - student organization(s) which have membership
 - student involvement in program concerns (as appropriate)
 - prepare reports and present program data as needed by the administration
6. Liaison with outside program support groups.
 - organize and lead 1 to 2 advisory board meetings per academic year

- correspond with board members to keep them informed about the program
 - enlist ideas and program support
 - initiate membership turn over to keep the board active, broad based and related to alumni concerns
 - coordinate accreditation reviews with faculty assistance (interior design)
 - prepare reports for advisory boards and/or accrediting bodies and/or outside support groups and individuals
7. Lead the admission selection of graduate students to enhance the program strength and national reputation.
 - lead efforts in recruiting
 - preside over selection of graduate assistants
 - develop avenues of support and funding for assistantships, fellowships and research
 - act as temporary major professor until a permanent major professor is selected.
 8. Advocate to the Chair for funding and program support.
 - faculty interests/initiatives
 - equipment/research support
 9. Serve as a resource for program faculty.
 - provide documentation for promotion and tenure reviews
 - lend other support as needed and appropriate

approved 2-11-94

Other Appointments

Visual foundations Coordinator - Duties and Responsibilities

The Visual foundations Coordinator is a faculty member who is appointed by the CHAIR after seeking input from the Art and Design Cabinet. The Visual foundations Coordinator will organize and coordinate the two entry level courses--Art 108, Visual foundations I and Art 109, Visual foundations II. A graduate assistant will be assigned to the Visual foundations Coordinator for the purpose of assisting with administrative and course coordination responsibilities. The Visual foundations Coordinator will have a shifted course load each semester.

1. Coordinate interrelationships of design foundations courses (Art 108, 109)
 - a. objectives, vocabulary, evaluation and grading, including sketchbook
 - b. update computer information file
 - c. review transfer student portfolios to determine if transfer credit will be granted
 - d. make decisions on student test-out requests and administer test-out exams when appropriate
 - e. respond to book sellers/ publishing companies and/or correspondence related to courses
 - f. convey concerns about courses, space and instructional faculty in a timely manner to the Chair.
 - g. meet with the Cabinet at least once during the academic year to discuss the courses
 - h. provide an annual report to the Cabinet in May of each year
2. Coordinate content and procedures of each specific course (Art 108 - fall semester; summer session; Art 109 - spring semester, fall semester)

- a. establish objectives and problems which are consistent with curricula objectives of program areas
 - b. revise and provide course syllabus establishing timetable for problems
 - c. set vocabulary, course objectives
 - d. provide evaluation and grading criteria
 - e. assemble and organize resource slides
 - f. set and coordinate student fees
 - g. set and manage “arranged” activities, including tours and events with the Brunnier Art Museum
 - h. meet on a regular basis with teaching assistant to maximize coordination and course preparation
3. Schedule and chair meetings on a regular basis with faculty assigned to teach course sections
 - a. facilitate the exchange of ideas and sharing of student work
 - b. act as a resource person for instructional faculty
 - c. order appropriate supplies from course fee funds
 - d. coordinate texts and/or assigned readings
 - e. coordinate exhibitions of student work; generate broad avenues for sharing work with the university community

The length of term of the Visual foundations Coordinator will be at the discretion of the CHAIR, who will seek evaluative input on the coordinator’s leadership abilities from Program Coordinators on behalf of their faculty and in regard to curriculum requirements and course sequencing. Faculty who teach the design foundations courses (including temporary appointments) will be asked to evaluate the coordinator on an annual basis in order to improve communications and insure effective interaction between coordinator and teaching faculty.

approved 3-24-95

Visual foundations Faculty - Duties and Responsibilities

1. Support general course concepts and instructional procedures recommended by the Art and Design Cabinet acting as curriculum committee and on behalf of the department faculty.
2. Participate on a regular basis with Visual foundations Coordinator at meetings scheduled and organized in relation to foundations courses (Art 108 or Art 109).
3. Share information and ideas on course problems and teaching methods as well as examples of student work with other foundations faculty.
4. Assist with exhibitions of student work in the College of Design building and in any other scheduled locations.
5. Assist with selection of student work to be photographed and used as visual resources.
6. Maintain order in the instructional studio rooms and the foundations office (Room 98).
7. Provide information for evaluation of the Visual foundations Coordinator as requested by the Chair or Art and Design Cabinet.

approved 3-24-95

Appendix D

Guidelines for the Annual Review and Merit Salary Allocations

The annual faculty evaluation affords an opportunity to apprise faculty of their progress toward tenure and/or promotion, and provides the basis for determining merit pay increases. The CHAIR has sole responsibility for making department recommendations on merit increases.

1. Procedures and Timetable

Annual faculty evaluations are based on performance during the previous calendar year as evidenced in an annual report submitted by the faculty member.

September: The CHAIR will inform faculty of the need to submit a Faculty Activities Report and provide the date that the report is required to be turned in to the department office. The report should be organized according to the categories of teaching, research/creative work/professional activities, awards/recognition and service as outlined in "Faculty Activities Report Outline" (see Appendix A). It is recommended that each faculty member determine two objectives for the academic year within the teaching and research categories to aid in the evaluation and review.

January: Faculty Activities Reports and supplementary materials are turned in to the department office by the specified date.

February/March/April: Review of activities reports; faculty will receive a written evaluation from the CHAIR during this time period.

April/May: Individual conferences dealing with the annual faculty evaluation may be scheduled with the CHAIR at the request of faculty members or the CHAIR.

2. Faculty/CHAIR Evaluation Conference

While each faculty member is encouraged to discuss concerns at anytime with the CHAIR, a yearly conference can provide an opportunity for a comprehensive discussion of faculty performance, to clarify individual as well as department goals and to discuss promotion and/or tenure review.

Faculty members who wish to schedule a conference should provide the CHAIR with a brief written statement prior to the conference identifying their concerns so that they can be thoroughly covered.

Revised 9/94; approved by department faculty

Appendix E Grievances and Department Records

Grievance Procedures

Faculty members who believe they have been treated unfairly in matters related to their employment may appeal their cases through administrative channels or the Faculty Senate Appeals Committee. The steps to be taken for each appeal channel are described in detail in the *Faculty Handbook*.

For appeals through department channels, the CHAIR must, in accordance with the *Faculty Handbook*, respond in writing within 20 working days of the date the appeal was received. Grievances should be presented in writing to the CHAIR. In investigating a grievance, the CHAIR may consult with members of the department faculty and/or staff as appropriate. In addition the CHAIR may name an ad hoc committee to aid in the investigation.

If the appeal is not resolved at the department level or to the satisfaction of the faculty member, he/she may appeal through the university's administrative hierarchy to the Dean and to the Provost. The Provost may refer the matter to the Faculty Senate Appeals Committee.

Grievances by students who believe they have been treated unfairly in matters related to their participation in the department programs may appeal through the college and university hierarchy. An explanation of the appeal process will be found in the current *ISU Student Handbook* or current *ISU General Catalog*.

Amendment and Interpretation of the Governance Document

All changes in this document will be made by written ballot. The proposed changes must be discussed at a regular or specially called faculty meeting with written ballot provided for the faculty following the meeting. The vote must indicate the support of two-thirds of the department faculty to amend the governance document.

When different interpretations of the governance document or department policies arise, the CHAIR decides the matter and reports to the faculty the interpretation to be followed. Any faculty member who disagrees with this interpretation may take the matter to the faculty for resolution. The CHAIR's interpretation may be overridden by a two-thirds vote of the faculty by written ballot.

Approved by faculty vote: September 1994

Department Records

The Chair is archivist and caretaker of all department records. A copy of all non-confidential records shall be kept in a place available to any faculty member of the department. These include:

1. The governance document, including mission statement, promotion and tenure document, statement outcomes assessment document and other department policy statements.
2. Official university documents such as the *Faculty Handbook*, *College of Design Governance Document*, the *Graduate College Handbook*, and the *ISU Office Procedure Guide*.
3. Annual reports of the department and (if available) college.
4. Minutes of all department meetings.
5. Class lists, mid-term class lists and other enrollment information.
6. Course outlines/syllabi for all courses offered by the department.
7. Current vita for all faculty.

Confidential records are open only to the Chair. These include:

1. Personal information in confidential personnel files of faculty members.
2. Student files, which are also open only to the student and his/her faculty advisor (and if appropriate, to faculty on a need-to-know basis).
3. Grade report lists of all courses.

During periods when the Chair is on vacation or otherwise absent from the department, the Associate Chair or one of the Program Coordinators will be publicly delegated by the Chair to act as caretaker of the records.

Appendix F

Format for Annual Report

Name _____

I. Narrative

- A. Describe your most significant accomplishments in Teaching and Advising this year.
- B. Describe your most significant accomplishments in Research / Creative Activity this year.
- C. Describe your most significant accomplishments in Extension / Professional Practice this year.
- D. Describe your most significant accomplishments in Institutional Service this year. Include programs/initiatives in which you were involved that improved the quality of the department, college, and university.
- E. Describe significant interdisciplinary collaborations you and/or your students engaged in this year.
- F. Describe your goals for the coming year.

II. Teaching and Advising

- A. List on-campus courses and independent studies that you taught during the past calendar year.
 - 1. Spring
 - 2. Summer
 - 3. Fall
- B. For each of the above courses, list all program/curriculum related student learning outcomes, which are being addressed. Indicate the assessment approaches you are using to measure learning outcomes in the individual courses. Indicate the relationship of your course outcomes assessment to total program/curriculum outcomes expectations and goals.

- C. List courses shown above in which computers were substantially integrated.
- D. Indicate the number of undergraduate advisees assigned to you. Discuss any contributions you have made toward undergraduate advising this year.
- E. List graduate committees - student's name, degree sought, and thesis title. Indicate major professorships.
- F. Awards and honors earned by students under your direction - briefly describe award and your involvement.
- G. List field trips that you directed.
- H. Include 3-10 labeled slides of student work accomplished this year under your direction.
(Optional: To be collected by departments at their request.)

III. Research / Creative Activity (include full bibliographic entry)

- A. Major expressions of research / creative activity that you have published, exhibited, or performed. Work listed here must have been subject to a peer review process appropriate to your discipline, be part of the public record, and be a final product.
 - 1. Books
 - 2. Chapters in books
 - 3. Journal articles
 - 4. Exhibitions - national or regional
 - 5. Exhibitions curated - national or regional
 - 6. Award winning activity - national or regional
 - 7. Other - software, patents, videotapes, performances, etc.
- B. Supportive expressions of research / creative activity that have been published, exhibited, or performed.

1. Non-reviewed journal articles
2. Paper, panel, or poster presentations
3. Extension publications
4. Book reviews
5. Exhibitions - local
6. Exhibitions curated - local
7. Award winning activity - local
8. Other

C. Citations and reviews of your work.

D. Funded Research - project name and brief description.

E. Unfunded Research - project name and brief description.

F. Labeled slides of significant work - including research, creative activity, professional practice, etc.

IV. Extension / Professional Practice

A. Extension projects and programs implemented - include class projects.

1. Within Iowa

2. Outside Iowa

B. Involvement in conducting continuing education conferences and workshops.

C. List distance and continuing education courses that you taught - course name, place, audience, date.

D. Advisory role to organizations and groups.

1. Within Iowa

2. Outside Iowa

E. Professional Service - professional organizations, boards, committees, editorships, serving as referee or reviewer, organizing professional conferences / workshops / seminars, etc.

1. International
2. National
3. Regional
4. State

V. Institutional Service (indicate chair and officer positions)

1. University
2. College
3. Departmental

VI. Professional Data

- A. New professional or biographical data.
- B. Awards and honors.
- C. Professional/educational development programs (conferences, workshops, seminars) that you participated in this year. List the name of conference/workshop/seminar, location, and dates attended.
- D. Your estimation of the percentage of the time you have spent in each of the following activities this past year.
_____ Teaching
_____ Research/Scholarship/Artistic Activity
_____ Extension/Outreach/Professional Practice
_____ Service Activities
_____ Administration
100% TOTAL
- E. Have you used a computer in your office, classroom, or at home this year? (required by the Board of Regents)
_____ Yes _____ No
- F. Have you had at least one scholarly work published or creative work exhibited/performed during the last three years - 2000, 2001, 2002 (required by the Board of Regents) _____ Yes _____ No

G. Have you been involved in some form of traditional or non-traditional outreach this year? Include outreach studios, extension programs, distance/off-campus courses, service activities that drew upon your professional expertise, etc. (required by the Board of Regents) Yes No