

Department of Graphic Design Review Criteria Document

THE DEPARTMENT OF GRAPHIC DESIGN
ADDENDUM TO THE COLLEGE OF FINE ARTS CRITERIA FOR FACULTY
APPOINTMENT, REAPPOINTMENT, PROMOTION, TENURE, AND MERIT
INCREASE

Revised 2016

(Classification changed from program to department, 2016)

This document duplicates, in large measure, the College of Fine Arts *An Interpretation of General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure, and Merit Increase*. This department document does, however, augment and clarify the College statement in terms appropriate for the Department of Graphic Design. Its aim is to make faculty members aware of the criteria employed in their evaluations. Faculty members who join the school as assistant professors in tenure-track positions normally will be considered simultaneously for both tenure and promotion to associate professor. Texas Christian University's *Handbook for Faculty and Staff* specifies the normal period of full-time service prior to the acquisition of tenure; other matters pertaining to promotion and tenure are also specified therein. Each faculty member is evaluated in terms of her/his achievement in the following categories:

- I. TEACHING
- II. SCHOLARSHIP AND CREATIVE ACTIVITY
- III. ADVISING/STUDENT INTERACTION
- IV. SERVICE TO THE UNIVERSITY, TO THE PROFESSION, AND TO THE COMMUNITY
- V. CONTINUED PROFESSIONAL DEVELOPMENT
- VI. CONDUCT IN ACCORD WITH THE STATEMENT ON PROFESSIONAL ETHICS

The first two criteria are judged as a matter of University policy to be of greater importance than the others. In applying these criteria to a particular faculty member, the school is mindful of the nature of the specific program--Art Education, Art History, Graphic Design, or Studio Art--in which the faculty member is active at the undergraduate level, graduate level, or both. Faculty members are expected to comply with the Statement on Professional Ethics that is the sixth general criterion of TCU's policy on Faculty Appointment, Reappointment and Promotion stated in the *Handbook for Faculty and Staff*.

I. TEACHING

Teaching and scholarship are the central considerations in reappointment and promotion. Quality teaching is the major function of the University; therefore, every full-time faculty member must be a capable and effective teacher. Evidence of quality teaching must include evaluation by students, peers, self and director.

- A. STUDENTS' Evaluation must include Student Perception of Teaching forms. It may also include:
1. Other verbal/written comment from students regarding the professor's teaching;
 2. Evidence that the professor's teaching is related to subsequent student employment/job performance;
 3. Evidence that the professor's undergraduate teaching is related to the entrance of students into graduate programs and the performance of students in those settings; and
 4. Evidence that the professor's teaching is related to students' success in exhibiting and receiving awards for creativity.
- B. PEER evaluation may include:
1. Review of relevant sections of the dossier;
 2. Classroom/studio activity;
 3. Currency in area of specialization reflected in teaching practices;
 4. Comments by colleagues outside of the school who have first-hand experience of the faculty member's teaching. This could also include comments offered by colleagues at institutions where a faculty member has served as an invited or guest teacher.
- C. SELF-evaluation must include a narrative by the faculty member assessing the areas of success and areas where improvement is needed in her/his courses, their aims, and her/his teaching strategies. Curricular information must also be provided that includes:
1. Number of different courses taught;
 2. Level of teaching responsibilities (undergraduate, graduate, or both);
 3. New course preparations;
 4. Relationship of courses taught to departmental degree programs.
- D. DIRECTOR evaluation may include:
1. Review of relevant sections of the dossier;
 2. Classroom/studio activity;
 3. Currency in area of specialization reflected in teaching practices;
 4. Comments by colleagues outside of the department who have first-hand experience of the faculty member's teaching. This could also include comments offered by colleagues at institutions where a faculty member has served as an invited or guest teacher.
 5. Recommendation by the tenured faculty

II. SCHOLARSHIP AND CREATIVITE ACTIVITY

Each faculty member is expected to engage in significant creative activity and/or scholarship in the area of her/his specialization. Such activity should be (1) additional to assigned teaching responsibilities, (2) regularized in productivity, and (3) subjected to professional critical evaluation.

Creativity usually takes precedence over scholarship in this program. Should a faculty member engage in scholarly activity it is to be evaluated in the same manner as that described in the Art History section of the School of Art Document. Creativity is

interpreted as the creation of original works and/or the design and art direction of collaborative works. Faculty reviewed must present a high quality of performance as indicated by inclusion of works in juried competitions and invitational exhibitions. Faculty members are expected to demonstrate an amount of creative productivity appropriate to the purpose of their evaluation, i.e., promotion and tenure. Creative success must be measured through professional critical review and/or peer evaluation within the discipline. Creative work produced by faculty members will be evaluated on the basis of quality, forum in which the work was exhibited, quantity, and frequency.

Several indices of quality may be used in the evaluation of Creativity:

1. Acceptance of the work within the discipline, exemplified by inclusion in recognized forums, frequency of invitation to exhibit work, and comment by peers outside of the department;
2. Significance of the individual project (the faculty member should submit evidence appropriate to this quality indicator).

Acceptable forums in which juried and invitational artistic works appear include:

1. Juried competitions (**in descending order of importance:** international national, regional, and local): Quality of a particular adjudicated venue is determined according to the level and difficulty of the competition. Factors normally include:
 - Level—consider the percentage of work accepted from the overall volume entered. In increasing order of importance, this percentage typically decreases. For example, a local competition, such as the Fort Worth ADDY Competition usually accepts approximately 20 to 25% of the work submitted. At the regional level this might drop to 15 to 20%. The rate for National and International design competitions normally varies between 3 and 7%.
 - Intensity—consider the demographic descriptor of the majority of entrants. For example, a competition that pits the creative design work of a college professor against that of established design firms and advertising agencies has a markedly higher qualitative level than one in which the professor is competing against other professional academicians.

Adjudicated design competitions usually lead to either an exhibition or a publication (on paper or online). Exhibitions are usually limited to the local and regional levels, with a few exceptions. For example, the American Advertising Federation (AAF) sponsors an extremely competitive exhibition at the national level, but do not typically print a catalog of the winning work. Nonetheless, a National AAF Award is of exceptional prestige.

Books of adjudicated design work are normally published on an annual basis, generically referred to in the trade as design annuals. The longevity of the publication also tends to be an important index of quality, because these are expensive, full-color, hard cover books, with a target market of professional designers and art directors. If they are not of sufficient quality to compete in this professional market, they will not endure over time.

2. Design, direction and/or execution of artistic production;
3. Guest designer appearances and invited lectures, at various levels (e.g., international, national, regional, state, and local); and
3. Other forums—A faculty member who submits evidence of creative work that is not described in any of the above forums is responsible for submitting supportive evidence relative to quality, forum in which the work was presented, and other relevant factors.

III. ADVISING/STUDENT INTERACTION

Academic advising is an important faculty function that encompasses both academic and career counseling. Advising activities include but are not limited to helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students experiencing academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member's understanding of the University Curriculum, major, minor, and related requirements--from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods, but spent in informal advising throughout the academic year.

The actual evaluation of a faculty member's dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

IV. SERVICE TO THE UNIVERSITY AND THE PROFESSION

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession, and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service in all three of the above areas may not always be equally shared or distributed.

Evaluation of service should include consideration of:

1. Committee memberships;
2. Committees chaired;
3. Time devoted to committee meetings;
4. Scope and complexity of given committee assignment;

5. Contribution to professional meetings;
6. Contribution to community activity(ies);
7. Conducting clinics, workshops;
8. Jurying exhibitions;
9. Consulting or editorial services;
10. Lecture or speaking invitations;
11. Appearances before arts and other appropriate associations;
12. Participation on boards of directors; and
13. Other responsibilities accepted of a service nature within the university, profession, or community.

V. CONTINUED PROFESSIONAL DEVELOPMENT

Faculty members are expected to keep themselves abreast of the times in professional knowledge, skills, and developments within their discipline and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies.

Evaluation of professional development may include consideration of:

1. Accumulation of continuing education credits;
2. Receipt of research and faculty development grants;
3. Receipt of post-doctoral fellowships;
4. Attendance at professional meetings and workshops; and
5. Other evidence submitted by the faculty member.
6. Conduct in accord with the statement on professional ethics.

VI. CONDUCT IN ACCORD WITH THE STATEMENT ON PROFESSIONAL ETHICS

See Faculty Appointment, Reappointment and Promotion in the *Handbook for Faculty and Staff*, most recent online version.

VII. WEIGHTING

It is neither possible nor desirable to establish absolute, quantitative weightings for all of the various categories of faculty activity. Teaching and creativity/scholarship, however, will always be given greater emphasis than advising, service, and professional development.

VIII. CRITERIA REVIEW

Although this document may be altered at any time by majority vote of departmental members, it should be reviewed and positive action taken to retain it at least every three years, effective from the date of university approval of the document. The original document was formally adopted by the Department of Art and Art History on December 7, 1992.